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# Race complaints must first go to Education Secretary

Universities and local education authorities may be taken to court by people who believe they have been racially discriminated against, under the new race legislation proposed in a White Paper last week.

The Race Relations Act of 1968 is to be changed, said the Home Secretary, Mr Roy Jenkins. Complaints can now go straight to the courts or to industrial tribunals, instead of having to go first to the Race Relations Board for conciliation.

The Board itself is to be merged with the Community Relations Commission and the new body will be known as the Race Relations Commission (as forecast in the TES September 5, 1975).

Instead of reacting to individual complaints, the Commission will be able to choose areas where discrimination may occur, and initiate investigations. It will be given the power to summon witnesses and demand written information.

The Commission could investigate a particular local authority or a school or group of schools. Where the Community Relations Commission in the past could only call (unsuccessfully) for an enquiry into the disproportionate number of West Indians in ESN schools, the new body will be able to conduct an enquiry itself. And if discrimination is found, it will be able to issue a non-discrimination notice requiring the recipient must obey the law.

But the new freedom of individual complaints to go to courts and industrial tribunals has—in the case of education—certain restrictions. Complaints must go first to

by Gavin Scott

the Education Secretary if they concern institutions over which he has statutory powers.

If he does not satisfy the complainant within two months, the individual can take direct legal action. Universities and other institutions over which the Secretary of State does not have statutory powers may be taken to court immediately.

The legal definition of discrimination will remain the same: "Treating someone less favourably than another on the grounds of colour, race, or ethnic or national origin."

There was no separate provision for education in the 1968 act, but under the new law education authorities will be specifically forbidden to discriminate and be given a duty to ensure they do not do so. They will, however, be allowed to provide "education to meet the special needs of individual pupils or groups of pupils of whatever ethnic or national origins". This will permit, for example, special language classes for immigrants.

One of the main reasons for the new law, apart from the acknowledged failure of the old one to end discrimination, is to bring legislation on race discrimination into line with legislation on sex discrimination. Women, for example, have already been given the right to take complaints straight to a court.

But Sir Geoffrey Wilson, chairman of the Race Relations Board, has said he is worried that individuals who take their cases to court could be worse off, and become in-

timidated by the cost, formality and complexity of the courts.

The proposals have also been criticised for not yet deciding on the future of community relations officers and community relations councils, which are now organized by the Community Relations Commission. Sir Geoffrey and others are worried in case they become part of the new Race Relations Commission instead of remaining independent.

There have also been doubts whether the new Race Relations Commission will continue some of the positive work now being done by the Community Relations Commission, particularly in the area of education. At the press conference to launch the White Paper, Mr Jenkins tried to calm fears: "The CRC is not being wound up," he said. "It is to be an amalgamation with the Board. Any effective work they are doing now will be continued."

The other major proposal in the White Paper, is that there should be a standing advisory committee of representatives from all government departments concerned, from the TIC, the CBI and from minority groups. The committee would coordinate and advise on all aspects of race policy.

But Mr Jenkins said that legislation would never be enough for effective progress towards equality of opportunity. "What is proposed in this White Paper will need to be supplemented by a more comprehensive strategy for dealing with disadvantage."

"But such a strategy is not solely a question of race, it affects most of our inner cities, and it cannot be settled in advance of the current public expenditure review."

He added that the White Paper should be transformed into effective legislation by this time next year. Racial Discrimination, Home Office, September 1975. Cmnd 6234, 50p.

# Minister calls for unity front on HE and FE

Local authorities were urged by Lord Crowther-Hunt, Minister of State for Higher Education, last week to help to set up new machinery to coordinate all further and higher education outside of the universities.

Local authorities, trade unions and professional associations have been sent copies of a consultative document issued by the Department of Education and Science together with detailed proposals for new machinery put forward by the Council of Local Education Authorities earlier this year.

Lord Crowther-Hunt told the standing conference of regional advisory bodies (SCRAC) at the Crewe campus of the Crewe and Alsager College of Higher Education that decisions were likely to be made before the Government had received the report of the Layfield Committee into local authority financing and the devolution proposals for Scotland and Wales had been announced.

Any new machinery, which would include the control of teacher training courses previously carried out by the universities, area training organizations, would have to be advisory, flexible, influential and effective.

He hinted that the outcome of the Welsh devolution proposals, particularly a decision whether higher education should be run by the Welsh assembly, would affect the future of similar proposals to be put forward for England at a later date.

A number of bodies had put forward plans for regional structures for higher education, he said. These included the Advisory Committee for the Supply and Training of Teachers who had proposed an in-service course coordination, CLEA, who had recommended a completely new structure to cover the whole field, SCRAC, who had made similar proposals, and the National Advisory Council for Industry and Commerce.

Local authorities should not be concerned that the new regional machinery would have no statutory powers. "The university grants committee has not even a statutory existence since it was established by a Treasury note but no one would argue that it is ineffective". Although the new regional body

would not have executive powers, it would be interested in developing the Department of Education's role in this country and in the new regions.

Sir Alex Smith, director of higher education, said that the new machinery would be another example of an overall higher education public sector of higher education.

Mr John Tomlinson, director of higher education, said that the new machinery would be another example of an overall higher education public sector of higher education.

There were, however, threats to local authority involvement in further and higher education. The first could arise from a general economic crisis. No one would want to control a local authority at a time when it was faced with chronic unemployment and low levels of training in the region.

Devolution was another threat to local authority involvement in further and higher education. The key to the Northern Ireland Department of Manpower Services, which is now running the youth employment service, as in Great Britain, is that it is a government training agency, several of which have been set up recently as part of a drive to increase training.

Like the British Skillnet, which is only now, as part of emergency measures, opening its doors to young people, two of the 3,000 training places in the Northern Ireland training centres are reserved for young people. And more than half their budget for industrial training is spent on school leavers and the

effort is split between apprentice training and providing special training courses for unemployed school leavers. Every year they take on about 1,400 apprentices for a year's off-the-job training in engineering and construction.

Earlier this year CLEA mentioned that the offer of a further education day release to a further education college. (In Great Britain, engineering and construction industries

# Irish eyes focus on training

employment among school leavers in Northern Ireland has doubled since last year, but the province has more experience coping with it than other parts of the United Kingdom. Several of the emergency measures being taken by the Manpower Services Commission in this country have been well tried in Northern Ireland.

On August last year, 3,822 out of 100 children in Northern Ireland still without jobs up to a year after leaving school. This year the equivalent figure was 7,420; 3,419 of them were girls.

But the big reductions by firms in the number of apprentices they are not such a worry, because the large share of training of young people is under direct government control.

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A workshop class in Londonderry, Northern Ireland

# Irish eyes focus on training

training boards have been promoting off-the-job training, but only in the past few years.

The apprentices are paid a training allowance of £10.50 a week if they are 16 to 18, or £14.50 if they are 19; and they remain in training—occasionally into their third year—until they can be found jobs in a firm that will complete the training.

To encourage engineering employers to take on the craftsmen trained in this way, the department offers them grants. The government-mandated apprentice they recruit

over their normal complement of apprentices.

Since the scheme started in 1965, 6,348 boys have passed through the system, most of them in the past five years. To these must be added an extra 4,221 apprentices who were sponsored by their firms for off-the-job training in the centres, as well as those trained by firms themselves, within the scope of the more industrial training boards.

According to the department, the number recruited to the centres is decided by a survey of each indus-

try's recruitment plans, set against the total need for craftsmen estimated by industry and encouraged in the Northern Ireland development plan.

Although Northern Ireland now has about seven times as many training places for each member of the working population as Great Britain, in 1965 it had fallen well behind. Then only 16 per cent of Northern Ireland school leavers entered apprenticeships compared with 32 per cent in Great Britain.

Last year the figure in the pro-

vince reached 40 per cent, the same as in Great Britain. And in spite of the economic situation, this proportion is likely to be maintained this year.

The department, like the Manpower Services Commission, is also doing what they can to help apprentices complete their training if they are laid off by their employers. With the cooperation of the Amalgamated Union of Engineering Workers, the department watch the unemployment register for engineering apprentices and, where possible, offer them temporary training in the government centres.

An important part of the centre's work, however, is providing short courses for unemployed young people—including a few courses which benefit girls. The courses—engineering, construction and production—last between eight and 12 weeks, and are designed to "make the trainees more attractive as employees and to give them specific abilities which they can use in jobs".

Two of the training centres are reserved for women, offering courses in catering and light engineering assembly (putting sewing machines together, electronic wiring, and so on).

To solve the age-old difficulty of finding jobs for these non-apprentices, the department have been running a small work creation scheme since 1973 in Farnhill.

It is attached to a much larger work creation scheme for long-term unemployed adults, called Enterprise Ulster in which adults are paid to work on community projects, such as building adventure playgrounds. The young people are employed in workshops that make the equipment, such as prefabricated bus shelters and playground equipment, that Enterprise Ulster uses. Because of the success of this attachment, workshops are now to be opened in Derby.

Philip Venning

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# Polys 'could be run better'

Polytechnics, although cheaper than universities, are uneconomic and could run on staff-student ratios of one of 12, according to Sir Alex Smith, chairman of the Committee of Directors of Polytechnics.

In a tough defence of the binary system, Sir Alex told the SCRAC conference that director of Manchester Polytechnic, and simplifying the bureaucratic control of polytechnics could increase their efficiency. He called for a new national body to tackle reform in the polytechnic sector.

"I have a growing conviction that we run our sector uneconomically. I know that costs are lower than those in universities, but I believe we could run our sector better, more effectively, more economically than we do at present."

"The nub of this matter is the staff-student ratio, and I think

there must be some way in which we can get the staff-student ratio down to one of 12, or even better, one of 10."

"The root cause of the economic way polytechnics are run is the complexity of the system. We have too many channels. We have too many people looking at this and that, and we have too many people making up their minds."

"Do we have too many channels? Do we have too many people making up their minds? Do we have too many people looking at this and that, and we have too many people making up their minds?"

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# Notts to increase nursery places

Nottinghamshire expects to increase its nursery places by a third this year and by a half next year. Most of the new places will be in the county's nursery expansion. With 20 newly-built or adapted nursery units ready this autumn, they expect to increase the number of places by 1,000 to 3,000. And with 24 more units planned, they expect a further 1,500 places next year.

# Family Fund gets £2m

The Government has decided to provide another £2m to keep the Family Fund for severely disabled children in existence. Mr Alf Morris, Minister for the Disabled, announced this week. The fund, which is administered by the Rowntree Trust, was set up in 1972, and has spent £8m of government money helping the families of the disabled. The money was due to run out this Christmas.

# 'Spectre of em' nursery schools

The nursery school movement is in danger of collapse, according to a report by the National Union of Teachers. The report says that the movement is in a state of "spectre of em" and that it is in danger of collapse.

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# ILEA back integration—but heads have their doubts

Handicapped children should be in ordinary schools, say the London Education Authority. Their evidence to the Warnock Committee, which was approved this week by the ILEA education committee, was that there should be support for teachers and extra resources. Special units or classes have a lot of sympathy, but the 1972 White Paper states that we ought to get our staff-student ratio up to 10 to one.

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# Warnock

The London head teachers say: "Whatever else is changed by way of nomenclature or physical provision, the children's difficulties will not disappear, nor will they float away on a sociological rainbow of tranquillizing optimism."

The ILEA also want greater emphasis to be given to the early identification of handicaps. As the other end of the spectrum, colleges have a higher educational responsibility to prepare handicapped pupils for adult life and a career, they say.

In this connection, the Warnock Committee have had a long study of the reasons behind the success or failure of handicapped school leavers to get on a satisfying job. The Bureau will begin the two-year study in the autumn, and their sample from the National Child Development Study of children born in Britain during six weeks in March 1959.

The Integration Argument, the London Head Teachers' Association, 5 St. Paul's Church, London EC4A 3AF. Price 30p.

# Red tape takes risk out of mountaineering

A committee of the British Mountaineering Council have recommended that the council should control the training of mountain leaders. They say the present system places too much emphasis on safety and that the mountain leadership certificate should be discontinued.

The council say they are also worried at the increasingly heavy use of particular mountains for training, and at the increasingly bureaucratic control of access to the wild areas of Britain.

The mountaineering council represent the climbing clubs. In the past training was run by a separate body, the Mountain Leadership Training Board, but now the government have made the council responsible for the board, and the report recommends that they use their new power.

The committee are worried that training has become formal, structured and too methodical. Artificial devices, like climbing walls, are over-used, and procedures get in the way of spontaneity and initiative. Too much emphasis on safety can destroy the spirit of adventure.

"A basic element in mountaineering is the presence of serious risk in varying degrees. Those who go to the mountains of their own free will must be free to court these risks," they say.

The committee are also worried that too much attention is paid to the mountain leadership certificate, awarded after training. They say that it is only a basic certificate, and gives little leadership training. Too many people take it because of the prestige it brings, and too many local education authorities use it to avoid assessing leaders themselves.

Instead, the committee recommend that there should be a variety of courses, and that local education authorities should be competent to take on all of their parties, they should ask for a confidence report.

The committee also recommend that there should be no more training centres in areas like the Pennines and mid-Wales, and that local education authorities should look for less heavily used areas in the hills and mountains.

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# When TV violence soothes the violent view

by Bob Doe

Television is a better means of educating children than school in many respects, according to a book published this week.

The book is *Children in Front of the Small Screen* and the author, Mr Grant Noble, lecturer in psychology at Trinity College Dublin, was formerly at the Centre for Mass Communication Studies at Leicester University.

Critical of much of the research into the harmful effects of television, Mr Noble says the question is not what does television do to children—but what children do with television.

"Unfortunately the prevailing value-position regarding television has been that it can provide no learning relevant to everyday life, or if it does teach, it compares unfavourably with books or school."

"Television offered children unique opportunities for exploring social roles and for learning skills like making friends, coping with parents and with bureaucracy, knowing what to wear and how to dance. The small screen, he says, has taken on the socialising function formerly performed by the extended family.

Through films children were able to explore worlds outside their own. They learnt while being entertained because they were motivated to enjoy what they saw, unlike at school, he says.

He describes an experiment carried out with the children's programme *Blue Peter* and which shows that recall of things learnt on television is "surprisingly high" when compared to the success of programmed learning. In a three and a half minute sequence, children were shown how to make a clown from a



Barlow and The Saint—someone to relate to?

clown. There were 15 steps involved, the first 12 of which were shown and the last three given verbally.

The day after the programme was shown, children of primary school age could recall, on average, 31 per cent of the steps, though only 3 per cent had attempted to make the clown. Children of nine years or more could remember nearly half the steps.

Children's viewing habits gave important clues. Those who watched too much, like those who read too avidly, were showing signs of distress. They may lack friendship or need more attention from their parents, Mr Noble says.

He found that the viewing style of boys at an approved school was different to non-delinquents. Delinquents seemed to turn to the media for the relationships they needed with others and which were missing from their own environments.

grammes," which show that violence is normal and accepted in everyday life. "The sight of children throwing stones at soldiers is for me the worst offender. . . I would have no fear about children watching Tom and Jerry since the violence therein is stylised, removed from life and even imaginative."

In an experiment in Ireland, Mr Noble selected a group of 24 six-year-old boys who fought at playtime, wrote stories about conflict, and weapons or solved everyday difficulties in class by verbal or physical aggression. He showed them a western film with stereotyped violence and a film of a wrestling match with realistic fighting and pain.

These aggressive boys played more imaginatively after seeing the western than they did before seeing any film, or after seeing the realistic violence. They talked more often after the first film than after the second, and were involved in less conflict. But a group of 24 non-aggressive boys played less imaginatively after both films and the greatest increase in conflict was after the wrestling film.

"These results indicate that televised aggression makes non-aggressive boys anxious but stylised-television aggression enables aggressive boys to play more imaginatively than before. Stylised violence had a positive effect on aggressive boys' play."

Mr Noble questions many of the laboratory-based findings linking television and violence because he says they are artificial. Televised violence was a scapegoat rather than the cause of violence in modern industrialized society. Violence was the inevitable result of the change in social organization towards looser kinship patterns.

Children in *Front of the Small Screen* by Grant Noble, Constable, £5 (cloth) and £2.50 (paper).

## Cuts down Somerset all-in plan

Somerset County Council has rejected a plan to reorganize its 10 comprehensive schools into three larger ones.

Economies in planning the introduction of the new schools in the two Taunton and Wincanton and Bruton.

Mr Geoffrey Taylor, chief education officer, said the county would save about 70 per cent of the cost of the new schools over a decade. About 30 per cent of the cost would go on taking selected pupils until at least 1979.

Earlier this year the council finally agreed to a comprehensive school form centre for Taunton, a good deal of the cost of which would be met by the county.

In the TBS survey of 10 schools earlier this year, set gave no date for its secondary reorganization had for some time to be before 1980.

The county decided to introduce the first comprehensive school in 1964.

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## Deaf back in the mainstream

More than 2,000 teachers of deaf children, psychologists, physicians and doctors from 30 countries met in Tokyo recently to discuss the possibility of educating hearing-impaired children with the normal hearing.

Dr Hallowell Davis, a leading physician, said that "though medical science had assisted by reducing the total number of deaf children, there was still the problem of the recessive gene in the general population, and because of this, 'the problem of education of the deaf is permanent'."

Methods of definitive audiometric tests in infants were now available. Conductive deafness of various types now responded well to medical or surgical treatment, but "care of sensorineural impairment is impossible". Acupuncture had proved ineffective. Implanting of intra-cochlear electrodes might become feasible for some adults but not for children "in the foreseeable future".

In 33 papers on integration, techniques for achieving it varied, but the principle of integrated programmes or "mainstreaming" (as the Americans now call it), wherever possible, seemed to be generally accepted.

On the subject of Early Education and Language Development, there was concern that not enough cases were identified by six months of age.

Dr Jack Clarck, of the Rochester Institute of Technology, New York, where some of the most advanced technical training is now available to deaf students, said their aim was to develop technical, personal and social competencies to enable deaf people to compete in modern technical society.

The importance of careful evaluation before a student was placed in a vocation was emphasized by several speakers. In the United Kingdom, it was said, a growing number of education authorities regarded vocational and social welfare as a most important part of the syllabus during a child's last few years before going out to work. But much remained to be done in the assessment of deaf children's abilities, aptitudes and interests. In vocational guidance, initial and mid-career training, placement and in following up candidates.

Papers were also presented on auditory training, administrative aspects, cognition development of prelingually deaf children and on the problems of identifying and assisting deaf/blind children.

The Japanese organizers hope to publish all the papers in full within the next twelve months. Orders (no price available yet) may be placed with: The General Secretary, The International Congress of Education of the Deaf, c/o Japan Convention Services, Inc., 7-223 Roppongi, Minato-ku, Tokyo 106, Japan.

In relation to the multi-racial education, the London branch of the National Association for Multi-racial Education (N.A.M.E.) is organising a series of workshops on the theme of 'Multi-racial Education'.

The workshops will be an introductory session with Dr Woodcock, 22.30, inspection for community relations, and will take place at the Isledon Technical Centre, Highbury Corner Road, N.1, at 8.30 pm on September 25. Further details from Hilary Hester, branch secretary, 123 Maryland Road, London, N.22.

Science in schools The methods of science teaching in schools is among subjects to be discussed at the annual meeting of the Association for Science Education, at Oxford University, from January 2-6.

Travelling awards Young executives and management trainees are invited by the Institute of Training, 10/11 Bedford Row, London WC1R 4E2, to apply for two Francis Maude travelling scholarships worth £300 each by December 8.

More candidates The number of candidates for Parts A and B of the Distributive Trades Education and Training Council's Certificate in Distributive Management Principles went up this year by 17 per cent to 950.

## Who have the biggest families?

The professional classes have the largest families, and the latest returns are in.

The figures, based on a cent sample, show the number of dependent children highest (1.04) in houses of the chief breadwinners in the professional job. Skilled workers had 0.69 (0.60 household), and semi-skilled workers had 0.51 (0.41 household).

Self-employed people, families, workers in the social services, and in the public sector, had 0.69.

In spite of their professional households being cramped, with 0.51 per room, compared with 0.41 for manual workers, and 0.31 for those in the public sector, 1971, Census Households Compared, HMSO, £5.30.

## World council on the gifted

A world council of interests of gifted children, founded in London last year, and of the World Council of Gifted Children, is to be directed by the director of the department of education in the Ministry of Education. The council's objects are to focus attention on gifted children, to explore their talents, to recognize them as a category for special attention in schools.

They also intend to set up a world-wide exchange of teaching gifted children, and to plan a conference for the World Council for Gifted Children, to be held in 1978. The council will be ruled by a group of 110 delegates from 100 countries, and will be able to communicate with the executive by written word.

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**All ashore**  
Students at the ILEA's Merchant Navy College, previously housed in the Training ship Worcester, have moved ashore into the completed bulk of a new £2.5m building on the banks of the Thames at Greenwich, Kent.

Swain County Council road safety team have begun a campaign to improve road safety outside schools. The aim is to ensure pedestrians and motorists realize the dangers of school entrances and behave with

## Tobacco science

The General Secretariat of CORESTA (Cooperation Centre for Scientific Research Relative to Tobacco, Paris) the international tobacco research association, have announced that nominations are now open for candidates for the third Philip Morris International award for distinguished achievement in tobacco science.

The University of Warwick has received grants totalling £1.5m for research. The largest (£425,000) was from the Computer Board for a new central computer system. The Training Services Agency has given £48,000 over five years for high power research.

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## Long, long haul to racial equality

In the past 10 years, the United States has been commendably concerned that the educational system should provide a better—or a fairer—opportunity for members of its minority racial groups, not merely people of negro descent but those whose ethnic roots are in Asia or Latin America.

A report just published by the grandly named Commission on Human Resources of the National Research Council, which is itself a part of the National Academy of Sciences, shows that, so far at least, there has been hardly any change in the proportions of native-born Americans finding their way through to the higher levels of higher education.

This depressing conclusion can of course be regarded in two distinct ways. Optimists will say that it is too soon for the liberal reforms of the 1960s to have had much effect; pessimists that the reforms have not yet touched the roots of the social problems of racial minorities in the United States.

Until recently, it was not possible to collect accurate data about the proportions of minority groups finding their way into the various sectors of education, simply because educational institutions were preoccupied on constitutional grounds from collecting information about people's racial origins. There is much to be said for the view that the change that has made the National Research Council's study possible is itself retrogressive, but at least the conclusions are of more than passing interest.

What the authors of this report have done is to analyse the racial origins of the 28,000 people of American citizenship who received PhD degrees from American universities in 1973, and to compare the results with the necessarily less certain figures for earlier years.

The 1,500 members of minority groups graduating with PhDs in 1973 represent six per cent of the total number of American citizens graduating, and this is a disproportionately small representation of the minority groups in the American population as a whole. If equal opportunities were available, and if the racial minorities were able to take advantage of them, two or three times as many would be getting PhDs.

But one of the striking incidental statistics in the report shows that the number of non-white students receiving PhDs from American universities in 1973 who had travelled to the United States from overseas amounted to just 2,500. In other words, American universities are at once an important means of educating scholars from developing countries overseas and a continuing "brain drain" on them.

It is also clear that there are striking and significant differences in the choice of fields of study for PhDs. Thus 60 per cent of black PhDs in 1973 were educationists, more than twice the proportion of PhDs in education among any other ethnic group. By contrast, two thirds of the PhDs awarded to the students categorized as oriental were in sciences.

What all this means is unclear. Nobody at this stage can use the figures to tell what further changes should be made in the American education system. Certainly it would be quite wrong to suppose that these figures bear in any meaningful way on the arid argument about race and intelligence, or race and intellectual aptitude.

But there is a long way to go before the Americans have the educational system on which they have set their hearts is beyond dispute.

## Science diary

by

John Maddox

## Something stirring in the forest?

The National Coal Board have understandably been boasting of the way they have been chosen as the project leader in an international programme of research intended to develop more efficient methods of combustion of coal and, ultimately, of better methods of making use of coal as a source of other fuels or even chemicals.

That is, of course, well worth while, and so there is everything to be said for a research programme along the lines now being followed. At the same time, however, I wonder whether the worldwide enthusiasm for converting coal into gas, oil, or chemicals is likely to be justified in the past two years, especially in the United States, the public authorities have embarked on a number of expensive programmes to use coal in this way. The Americans are particularly excited by the prospect that coal from the rich coalfields of the western states, which costs less than £1 a ton at the surface of the earth, might be turned into the equivalent of natural gas and then piped to the consumers of the eastern seaboard.

It is a curious illustration of the inflexibility of modern societies that nobody seems to have thought it feasible to supply these markets with old-fashioned town gas, which happens to have a calorific value only half that of natural gas. And there has been no talk of asking American households or industries to burn coal as such on a larger scale as a source of heat. But where the new technologies of coal are likely to be caught out is in the high capital cost of the plant needed to convert coal into more convenient fuels, and it is striking that even in the United States there has so far been no single commitment of funds to the construction of a new plant. My own guess is that those hoping to make fortunes by the conversion of old-fashioned fuels into new ones would do better to think of exploiting wood. As things are, the timber industry in the world as a whole is only 50 per cent efficient.



A source of power—if we can see the wood for the trees.

ADVERTISER'S ANNOUNCEMENT

## Teaching them to cope as adults

Founded the Careers Research and Advisory Centre in the belief that young people had two basic needs before they began work: they needed information about the world and the kind of further education that would be relevant to a sound career. They also needed help in coming to terms with the adult world: to sort out what would be the best kind of jobs to suit them; to make sensible decisions; to present themselves effectively.

We also knew that teaching staff needed help in the special responsibilities of careers education—especially the opportunity to share the findings of the specialists in the field. That is why CRAC came into being.

Only half of the wood in the world is used in the timber trade, as those of us who call it lumber. The rest is left to rot, or is used in a way that wastes each year an estimated 100 million tons. And although the collection is high and the wood-producing forest is vast, the way off it seems absurdly simple. A source of energy is a substantial fraction of the world's energy consumption at present.

I am not advocating a return to the 'eighteenth century' but a sensible use of a resource to hand.



Adrian Bridgewater, co-founder of CRAC

being. Since 1963, over 10,000 teachers have attended our courses. Last year alone we despatched over a million items of careers teaching materials—work books, work-experience kits, interest questionnaires, teachers' handbooks.

But this year the outlook for school leavers has darkened. Before they can get on, they have to get started. But how, this year? Will money be available for careers education?

More than ever, careers education carries a heavy responsibility. We have to educate them to decide for themselves about their role in adult society. Our aim at CRAC is to share that responsibility.



CRAC's headquarters building in Cambridge

## Careers education—a team effort

Most careers teachers are aware of the range of materials produced by the Careers Research and Advisory Centre. Perhaps other subject teachers are less familiar with our work and the way our materials are being used in traditional subject areas. Not just in General Studies and Social Studies, but in English, Economics, Geography, Mathematics and other subjects.

We have pioneered a number of teaching techniques with simulations, games, group work and self-programming exercises. And all of our materials are fully field tested and evaluated before publication. Our constant day-to-day contact with careers advisers, schools and colleges, particularly through

our residential courses, ensures that all our materials meet practical needs and are practical to teach and use.

The new CRAC Sound Strips Series described below has grown directly from our contact with teachers.

Though all schools have the simple equipment needed to use filmstrips, there are very few sound strips available in the careers field. Available, that is, to a professional standard of picture and sound quality and developed from a sound and practical base.

Moreover, recent research shows that often the careers information given in job advertisements and brochures gives far too much detail

about the tasks to be performed, about salaries and the like. Omitted is key information on which job choice has often been found to be based, namely the social and environmental aspects of the work. Our research has led us to conclude that descriptions of this sort—of what it's really like—can best be presented in sound film strip form.

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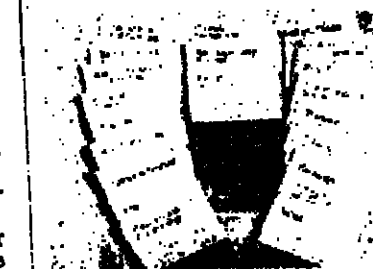
2. The ability to adopt an effective decision-making strategy for converting this information into action.

3. *Deciding* provides a variety of individual and group exercises, questionnaires, and discussion topics.

## CRAC careers education materials. Core selection

Reference guides to courses

1. Directory of Further Education: Comprehensive guide to UK courses of one year or longer.



CRAC's comparative guides to degree courses

2. Degree Course Guides: 42 detailed comparative guides to first-degree courses in UK universities and colleges.

Careers education materials

3. Vocational Choice: A step-by-step approach to career planning for 14 to 16-year-olds.

4. Deciding: A teaching programme for developing decision-making skills (see front of page).

5. Decide for Yourself: Self- and job-choice material for fifth- and sixth-form students.

6. Career Decisions: Self- and job-choice material for third- and fourth-year pupils.

7. Subject Scope: A classroom for Scottish curricular guidance for all S1 and S2 pupils.



Information for each educational decision

8. Your Choice at 14+: Essential guide to choosing GCE O-level and CSE subjects.

9. Your Choice at 16+: Guide to educational and career choices confronting 16-year-olds.

10. Your Choice at 18+: Guide for sixth formers to the changes and challenges beyond A-levels.

11. Choosing a Job: Full-colour workbook and an ideal introduction to careers for third and fourth forms.

12. Finding a Job: Essential course for ROSLA groups as well as third and fourth years.

13. Starting a Job: Income tax, national insurance, etc., made simple for ROSLA groups as well as third and fourth years.

14. Keeping a Job: Preparing for a working life and the changes involved in the transition from school to work.

15. The Career 'Bulls Eye' Book: The complete series (11, 12, 13 and 14 above) in a single volume, with teacher's guide.

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17. Lift off from School: Two-colour illustrated workbooks to prepare the fourth and fifth years, and pupils of average ability leaving school at 16, for the transition from school to work.

18. The Jobchoice Programme: First of the new CRAC Sound Strip Series (see bottom of this page, left).

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23. PEGS—The Guidance Planning Simulation: An in-school in-service training kit for the school management team to plan a guidance programme.

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## People

Professor J. F. Arnott, department of drama, Glasgow University, has been elected chairman of the International Federation for Theatre Research.

Dr John A. Brennan, assistant education officer (further education), Coventry, has been appointed assistant director of education (further education), Wiltshire.

Mr Colin Brown, of Oakland, Longdown, Exeter, and a graduate of the Open University, has joined the university as a staff tutor in educational studies in the South West region.

Mr C. D. Hamilton, chairman and editor-in-chief of Times Newspapers Limited, has been appointed a part-time member of the British Library Board.

Professor Dudley Seers, University of Sussex, has been elected president of the newly founded European Association of Development Research and Training Institutes.

Mrs Owen Walker has been appointed chief commissioner of the Girl Guides Association.

Dr R. Brinley Jones, director of the University of Wales Press, is to be vice-chancellor of the University of Wales, Aberystwyth, from Easter 1976.

Mr Ian Trovethen, secretary and tutor at Slade School of Fine Art, University College, London, is to be principal of Camberwell School of Art and Crafts.

Professor Tom Stainer, director of the opera studio programme at Manhattan College, New York, is to be the new chair of science and society at Bradford University.

Professor M. A. M. Roberts, head of the English department at Queen's University Belfast, is to be head of the English department at Keele University.

Department of Education and Science  
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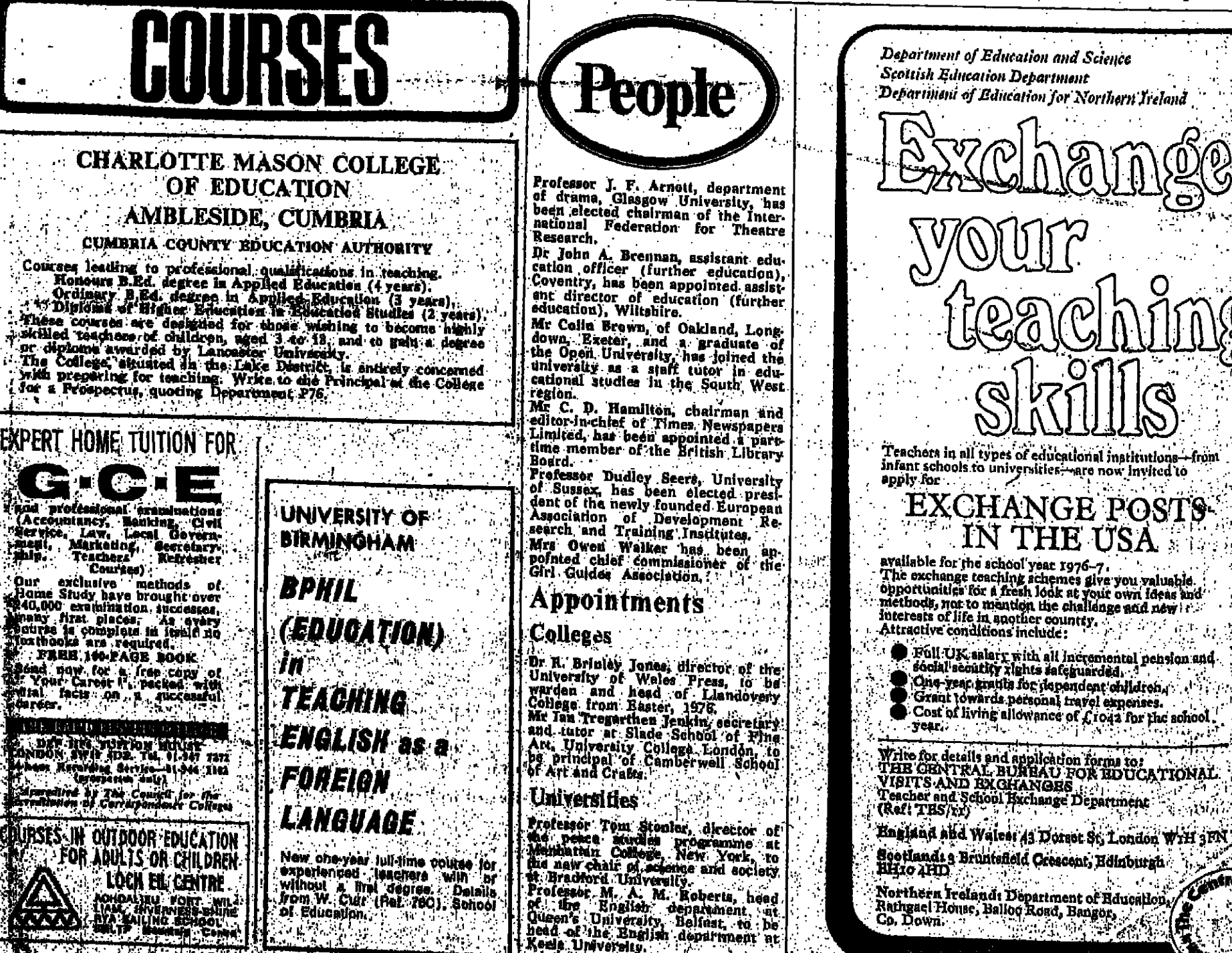
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Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 4HD

Northern Ireland: Department of Education, Rathfriland House, Balloo Road, Bangor, Co. Down.





While white parents in Boston, Mass. riot against the bussing of their children, Britain has all but discarded racial dispersal policies in education. Here John Gretton examines the background and Mark Jackson looks at two of the few local authorities who still bus large numbers of children—each for quite different reasons.

## Bussing: the wrong route for Britain

Whites complain, blacks don't. In Britain mainly blacks—the term is now used for both West Indians and Asians—are bussed.

In the United States bussing has gone both ways. Whites protested when blacks were bussed into their schools, but, as the riots in Boston have shown, they protest even more violently when their own children are bussed out.

Here, comparatively mild protests in Southall (now part of Ealing) in 1967 against the influx of Asians induced the liberal-minded Lord Boyle to state in Parliament that no school should contain more than 30 per cent immigrants.

It is 10 years since the DES issued the new Circular 7/65 to local authorities, which said, among other things: "It is, therefore, desirable that the catchment areas of schools should, wherever possible, be arranged to avoid undue concentrations of immigrant children."

Where this proves impracticable simply because the school serves an area which is occupied largely by immigrants, every effort should be made to disperse the immigrant children round a greater number of schools and to meet such problems of transport as may arise.

According to an NFER survey, only 11 authorities admitting to adopting such a policy. A few, like Rochdale, closely monitored the arrival of immigrants and the areas where they established themselves, and adapted their schools, catchment areas accordingly.

Others, like Ealing and Bradford (see below), adopted bussing. More recently, such as Leicester, which we also examine below, the Home Office commissioned Professor Michael Barton, of Bristol, to see if there was enough information



available from local authorities to conduct a general survey: the conclusion was that there was not.

Gradually the DES changed their mind—in its evidence to the 1969 select committee on race relations and Education Survey 13, published in 1971, where they set out the disadvantages of dispersal, and concluded that "the comments in these paragraphs modify significantly the department's views on dispersal in Circular 7/65".

The DES, however, with a blithe disregard of public relations and the interests of those who, like the RRB, were working for racial harmony, have consistently declined to withdraw the circular. The education survey, they say, will have conveyed the message to all who matter.

By then, the number of authorities still practising dispersal had dwindled to five or six. Today, nobody knows how many are left.

The reasons for the change are partly educational—the separation of parents and school, the psychological harm of adding to the insecurity of already insecure children, and mostly they go deeper. "The fact that there was a problem not so much for the immigrant children as for the white children and the schools. As one HMI put it: 'The best thing they could do was to turn people into little Englishmen as quickly as possible.'"

One result of this assimilation approach (begun long after



Bussing into Dudley Hill School, Bradford, this week.

Americans had stopped talking of their country as a cultural "melting-pot") was that Asians, who could speak no English, got far more attention than West Indians, who could speak their own brand, even if it was socially and educationally unacceptable. This has led to language schools for Asians—and ESN schools for West Indians.

The DES, however, have now come much closer to accepting the "cultural pluralism" of which Roy Jenkins spoke when introducing his 1968 Act—even to the point of trying to persuade teachers to accept the hypothesis that West Indians speak perfectly good English, even if it is not the Queen's. Along with this, the fear of black ghetto schools disappears, and environmental deprivation considerations take the place of racial-educational ones.

An indication of this is that responsibility in the DES for black education is now contained within the educational disadvantage unit, set up by Mr Prentice. The assumption is the same as when the Home Office, under Robert Carr, was given responsibility for coordinating urban aid programmes—on the grounds that "the 'new' experience' of the people concerned because of its responsibility for immigration."

Just as a number of Asian children whose English was good were, nevertheless, caught up in the general assumption about Asians and sent to special language classes, so not all immigrants live in areas of

inner city deprivation. But this just shows up one of the difficulties inherent in all attempts at positive discrimination, including bussing. How do you positively discriminate without labelling?

While bussing has not become a major issue here—it has not been practised on anything like the American scale and the failure to bus has not become a matter of racial criticism—the problem of labelling does arise at every turn and looks like becoming acute.

At the Race Relations Board they are worried that, if the Bill is not drafted very carefully, special need could be used as an excuse for separate special schools, bussing and so on, on discriminatory not-educational grounds.

While United States anti-segregation laws make bussing there a necessity, legal questions arise in Britain on opposite grounds—if it can be shown that dispersal, whether in housing or education, is discriminatory on racial grounds.

But one of the provisions of the proposed new race bill (page 6) reads: "The Bill will also allow the provision of education to meet the special needs of individual pupils or groups of pupils of whatever ethnic or national origins."

Under the present law as embodied in the 1968 Race Relations Act, the RRB have investigated two cases involving dispersal in education. They intervened on the basis of Section 17 of the Act, which means that complaints have not come from an individual, but

from general allegations made by a body such as the local Race Relations Council.

We have never had a case named to conjure with now in Fudge, principal consultant of the RRB, a company which has alleged that his children are unlawfully discriminated against. He believes it would be a pity if they had to leave that house over there."

As it is, the RRB have two general allegations, one from Ealing and one from Ealing. Even if there were enough room and staff for all the Asians in the inner city schools, the authority would still have to find a way to put them there. "If University, as a school, would condemn the children as a group to the poorest facilities," says Mr Jun Rouse, the adviser on immigrant education.

The authority maintain that there is no way of avoiding dispersal. Bradford buses the proportion of immigrant children in the area to a third. But even if 90 per cent of the places in the Conservative opposition's ghetto-schools went to Asians, there

would still not be enough schools to take them all. Large numbers would still be pushed out into schools on the periphery, and many of these—if it was left to the free choice of parents—would then also have a majority of Asians.

So Bradford's schools in the end would be divided into white and brown on a haphazard basis. And the white and Asian communities would become further separated. Many of the substantial white minority still in the ghettos would want to move away—or to bus their own children to the suburbs—so as to avoid sending them to schools which would have become almost totally "foreign".

That white minority—22 per cent of children in the inner city, according to an last sample survey of four streets—is, along with dispersal of Asians, a vital element in Bradford's policy: the creation of a balanced ethnic mix throughout its school system. "Because we already have them there," say officials, "we are not faced with what would be politically unthinkable—bussing white children into areas of deprivation."

In the last, regarded as one of the most enlightened and constructive anywhere, this is a happy chance. But to the minority group leaders the whole policy of dispersal seems vaguely discriminatory, distasteful and highly uncomfortable—emotionally and politically for the leaders themselves, physically so for the children and their parents.

Mr Ramnada Singh, Bradford College lecturer and chairman of the education panel of a joint working party of the local and the immigrant communities, says: "Dispersal seems to be at present a way to minimize educational disadvantages. The long-term answer must be the disappearance of the ghettos."

But bussing involves a lot of real hardship for the children and their parents. The arrangements must be reviewed constantly to ensure that they do not entail more hardship than is necessary. And the authority must learn to take a lot more trouble to ensure that parents understand what is happening and why. They must satisfy us that the whole thing is being done for genuine educational reasons and not

## Bradford: 1,700 on the move

Bradford busses, and looks like going on bussing until its city centre ghettos have been eliminated by physical or sociological change.

Virtually all its 7,700 Indian and Pakistani children—though not its West Indians, who are more evenly scattered and tend to find places in Roman Catholic schools—are concentrated in three slum areas round the city's hub. Seven hundred of them are bussed out to schools on the periphery and 1,000 more make their own way there.

There is simply not enough room for all the Asian children in their neighbourhood schools: old, cramped, inadequate and hemmed in by the back-to-back terraces of cottages; transformed into multi-tenement.

Driving a Pakistani teenager along Manningham's Lamb Lane, a name to conjure with now in Fudge, principal consultant of the RRB, a company which has alleged that his children are unlawfully discriminated against. He believes it would be a pity if they had to leave that house over there."

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simply for administrative convenience. Mrs Ramnada Saughera, a senior teacher social worker in one of the language centres for newly arrived immigrants, adds: "I don't think bussing is much hardship for the older children, but it is tough and worrying for the little ones. The authorities should consider having more of the older children and turning some of the neighbourhood secondaries into primary schools."

Bussing, says Mrs Saughera, fragments the lives of young children. They never get a chance to play out of school with their classmates and have to make do with their own company.

While the community leaders do not accuse the authority of discrimination they are not so sure about the eight out of 200 schools which have no immigrant pupils. They say that somewhere the headmasters of the schools concerned never have any room for anyone except whites, and the authority ought to put pressure on them.



Their children were from the first put into local schools on exactly the same basis as their white neighbours. It was not until the old and cramped schools became oversubscribed that the authority allocated secondary pupils to schools in outer districts. It has not done this with any of its primary children.

Until 1971, pupils allocated schools outside their area made their own way or scheduled bus services. Then the influx of Ugandan Asians, many of whom had relatives in Leicester, overloaded the services, since then the education authority has hired a fleet of 12 buses.

But it is not just immigrant children who travel on them. The sons and daughters of the white minority in the immigrant areas have still to commute for the limited places in their neighbourhood schools, and if there is no more room they are dispersed along with their neighbours. The proportion of white children in the inner schools reflects, in fact, almost exactly their percentage of the children in these areas—between 20 and 25 per cent.

Immigrant leaders, who know that the authority cannot get the money to rebuild and expand the ghetto schools, seem reasonably happy with the system. They praise glowing tributes to Leicester's education policies in their evidence to the Select Committee on Race Relations. But—as in Bradford—not all cities are as impartial as the authority. While 23 of the city's secondary schools outside the immigrant areas each have around a hundred immigrant pupils, there are two with none. These are both in council estates where there seems to be a lot of race prejudice and whatever the views of the head, the local authority has decided not to send immigrant children to them. So far no one has talked about complaining to the Race Relations Board.

Leicester buses, too, but keeps quiet about it. The education authority has 11,000 Asians—one third of its school population—and have reluctantly agreed to disperse its children.

But unlike Bradford, the city does not try for a balanced ethnic mix. "We are not interested in social engineering," they say. The city, which attracted some of the earliest Sikhs and Gujaratis because of its prosperous light industries, had always refused to have anything to do with the now-discarded DES maximum of 30 per cent immigrants in any one school.

## Leicester: whites are bussed too

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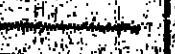
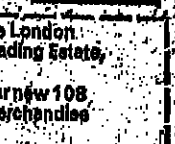
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## Data

## How to pick out the ones who need help

Educational priority has until now been identified in a fairly rough and ready way, says Harriet Wilson of Birmingham University, and this has undoubtedly limited the effectiveness of efforts to deal with it.

The National Child Development Study and other sources showed that children were less likely to do well at school when their lives were characterized by social disadvantages like poverty and poor housing, membership of a racial minority, or an abnormal family situation. What was missing was a clear picture of the socially handicapped child and the specific educational problems he presented.

A clearer picture may be emerging, she thinks, as a result of her work in Birmingham, in association with the city's chief educational psychologist, Dr G. W. Herbert. They found that poor scores on five specific indicators were enough to pinpoint a subgroup of primary school children with unusually severe learning difficulties

—unusual even by the standards of the rundown inner city areas where they lived.

The five indicators were father's degree of skill, family size, adequacy of clothing worn to school, truancy and parental contact with the school. They were chosen, in the main, because previous research had suggested that they might be important—but also in the hope that the research team's own work would produce a way of identifying educational priority that could be used by any teacher.

Family poverty, long thought to be a factor in learning difficulties, was therefore represented by three counts on which the school was likely to have information—father's job, number of children in the family, and the child's clothing.

The indicators were given different weightings, again on the basis of previous research. Inadequate clothing and persistent truancy each scored three points, a low skilled father and a family of five or more children each scored two, and no parental contact with the school scored one. A combined score of five points or more was taken to mean severe social handicap; three or four points moderate social handicap; and less than this low social handicap.

All 174 children included in the project came from an area of poverty and poor housing, so some

highly probable indicators of learning difficulties were being taken for granted. Children from single-parent families or ethnic minorities were excluded, since the object was to shed light on factors likely to reduce the chances of all children.

When the children's scores on a number of ability tests were broken down, those with severe social handicap came out well below the others. For example, their reading scores at seven, were as far behind the scores of those with moderate or low priority as these, in turn, were behind the national average.

The effect of social handicap varied according to the type of test, and the child's age. But the tendency towards worse results as handicaps increased held right across the board—which validates the researchers' choice of indicators and weighting system. The extremely poor performance of those with the highest social handicap scores further suggests that their approach is a reliable way of identifying educational priority.

This group of severely socially handicapped children accounted for about 30 per cent of the sample; those with moderate handicap for a further 30 per cent; and those with low handicap for 40 per cent. Since the excluded groups were likely to have at least as high a proportion in the severe handicap category, something like a third of the children in the most deprived areas could be

Performance of socially handicapped children, aged 6-7 and 10-11

	National average	Midlands average	Socially handicapped low	Socially handicapped moderate
6-7				
English picture vocabulary test I	100	97.4	99.7	88.5
Raven's coloured progressive matrices (raw score)	15.5	—	15.8	14.5
Southgate reading test C (raw score)	17	15.7	9.5	9.2
10-11				
English picture vocabulary test II	100	99.5	94.6	89.3
Raven's coloured progressive matrices (raw score)	27	26.6	26.6	24.3
NFER sentence reading test AD	100	—	87.5	82.3

assumed to have learning difficulties of this nature.

The fact that measured intelligence was low for this group reduces the prospects for dramatic improvement by remedial work. Their mean was around 80, compared with close on 100 (the national average) among those with low handicap. None the less, their reading was so far behind the standard that could be expected of children of this IQ level that the authors remain confident that compensatory policies are worthwhile. Even the low handicap children in this deprived area under-achieved massively. Despite IQs around the national average, they were more than a year behind the average on reading.

An unexpected result was, however, the severe handicap group's aggressive anti-school behaviour. Because of its previously liberal image, assessment of behaviour patterns of resistance vary from under half to be disturbed in the south majority of these were not, in the south, more subtle than they rather than aggressive.

The main behaviour problem. Violent resistance has shifted this group seems, rather, to the border areas on social competition and the northern cities. About degree that far exceeds that of the black students in the average low and moderate handicap groups. They are not, in fact, as much as white schools—a far better unwilling, in other words, to accept a percentage of success than any other region.

But some southern whites are aggressively anti-school. Because of its previously liberal image, assessment of behaviour patterns of resistance vary from under half to be disturbed in the south majority of these were not, in the south, more subtle than they rather than aggressive.

## No compensation for class

Do working-class children do worse at school because their schools are worse? Quality of schooling has always been regarded as an important factor in attainment, and one of the assumptions on which the educational priority area programme rests is that better material and more teachers will improve the chances of the most disadvantaged.

In recent years, the argument has been taken a step further. Alan Little found that black primary schoolchildren in London did as well as their white peers when school conditions were equally favourable (TES September 12).

Dr S. Byrne and W. Williamson, working in the north of England, found that the level of spending, per pupil in each area—a good indication of quality of provision—accounted for almost all the variation in attainment previously put down to social class.

Ronald King of Exeter University explored this theory in a new study of provision and attainment within a single local authority. Schools attended by large proportions of working-class children did worse, he found, regardless of the quality of educational provision. Indeed, in the areas he studied, provision tended to be better in schools with a lot of working-class children, as a deliberate result of council policy.

His results even cast doubt upon the value of better provision itself. Low pupil-teacher ratios, high staff:book ratios and other generally accepted measures of good quality schooling not only failed to compensate for the depressing effect of low social class but did not seem to have any beneficial effect upon attainment.

Dr King's study was carried out in an area with a good social mix and a tradition of neighbourhood schooling. Comprehensive reorganization was complete before any of the children studied entered secondary school and only 4 per cent were working-class. The school population was therefore the same as that of the authority's 15 comprehensive schools. The proportion of children from classes I and II (the upper-middle-class groups) ranged from 1 per cent to 23 per cent, and the proportion from classes IV and V (the lower-working-class groups) from 25 per cent to 45 per cent. In the latter, as a whole, the proportions in these groups were 16 per cent and 29 per cent.

The authority followed a compensatory policy. Spending ran at higher levels in schools deemed to have special problems. Quality of provision was assessed on a number of criteria, including staff:book ratios, pupil-teacher ratios, and the proportion of children from working-class backgrounds.

degrees; staff with more than 10 years service; numbers of children with special needs; and the proportion of children with special needs. The federal Department of Health, Education, and Welfare is thought to O level and to GCSE pass rates; and the proportion of black children in the sample.

Attainment was also measured in terms of the proportion of children who achieved five or more O levels, and the proportion of children who achieved five or more GCSEs. The Department has also been investigating a new practice known as "push-out"—that is, racially motivated expulsion and suspension. The Smith Regional Council reports that black students are being expelled from southern

As the new school year opens in the United States, bussing is once again a key focus of controversy

## Resistance still runs deep —but it's more subtle

from Thomas Cahill

NEW YORK

Eighteen years ago President Eisenhower had to send 11,000 armed troops into Little Rock, Arkansas, to help nine black children enter Central High School, thus enforcing the historic judgment of the United States Supreme Court, made three years previously, that segregation was unconstitutional.

This month, as schools across the country have been reopening, resistance to integration is as vexing as ever. The problems of Boston have attracted most publicity because of its previously liberal image, assessment of behaviour patterns of resistance vary from under half to be disturbed in the south majority of these were not, in the south, more subtle than they rather than aggressive.

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But some southern whites are aggressively anti-school. Because of its previously liberal image, assessment of behaviour patterns of resistance vary from under half to be disturbed in the south majority of these were not, in the south, more subtle than they rather than aggressive.

The students responded enthusiastically. Businessmen pledged their support for the integration plan. Parents and students created banners for the first day with such legends as "Welcome, brothers and sisters".

But Stockton has two advantages. Because it is rural, many of its students are used to long bus rides; and only 15 per cent of its student population is black.



First day back for black Boston children being bused to a white area

## Court ruling rejects 'inflexible' bussing

from Alison Wolf

WASHINGTON

A federal judge has told Detroit's Board of Education to restrict the use of bussing in its desegregation plan, and given permission for the city to retain some all-black schools, while eliminating those with all white student bodies.

Judge Robert Demasio rejected massive forced bussing in his ruling on a desegregation plan submitted by the National Association for the Advancement of Colored People. The NAACP plan called for bussing of over 70,000 students and the elimination of all-black schools, and was rejected as too inflexible.

Judge Demasio's decision establishes guidelines for achieving racial balance but leaves it to the School Board to draw up a desegregation plan subject to final court review. It was described by Mr C. L.

Golightly, board president, as "a victory for the school children of Detroit".

Detroit was last year the subject of a landmark decision of the United States Supreme Court which overturned large-scale cross-district bussing plans. Bussing has usually been ordered by the courts on constitutional grounds because the racial imbalance found in most districts' schools is interpreted as the result of past segregation.

In the Detroit case the plaintiffs argued that school districts should be combined for bussing purposes since the common pattern of a largely black city and largely white suburban districts was also the result of segregation.

After the Supreme Court rejected this argument, Detroit and other cities had instead to develop plans for integrating schools within existing districts.

## Senate backs legal teeth

WASHINGTON

The Senate has defeated a strong anti-bussing amendment to an Appropriations Bill, although few senators show any enthusiasm for the country's most controversial and unpopular racial programme.

Senator John Parnell, who successfully opposed the amendment, argued that "it could well foster and encourage widespread violence", the accusation levelled at President Ford when he recently reiterated his opposition to forced bussing.

The amendment had proposed denying the Justice Department funds in order to intervene in any school desegregation suit in which bussing, school closings or forced transfers beyond the next closest school was sought as a remedy.

Last year, Congress incorporated anti-bussing language into the 1974 education amendments. However, bussing orders are not the result of Congressional legislation, but rather of court interpretations of the constitution; and as long as civil rights lawyers continue to bring successful suits against school systems, the legislators can do little to restrict bussing.

for integrating schools within existing districts.

Judge Demasio's guideline, for desegregation activities were established with the help of three experts, among them Dr William Coleman, former secretary of the federal Department of Health, Education and Welfare. They include provisions for bilingual education, comprehensive programmes for in-service training, career guidance in schools, improved community relations, and a testing programme which does not discriminate against any ethnic group.

The judge ordered the school board to set up a plan under which no school would have less than 30 per cent black students, but declared that schools which are now 30 to 55 per cent black will be considered desegregated.

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NATIONAL EXTENSION COLLEGE

## Sweden

## 84 pc expected to continue study after 16

from Mike Duckenfield

**STOCKHOLM**  
An estimated 84 per cent of all Swedes born during the past five years are expected to continue in full-time education after the age of 16 when their compulsory schooling ends. One in four youngsters will take degree-level courses.

On the other hand, however, one-fifth of those who will be aged between 15 and 16 in the year 2000 will only have had a maximum of seven years' full-time tuition.

This continuing generation gap is one of the main features of Sweden's expected educational profile at the turn of the century as projected in a recently-published forecast by the Central Statistical Bureau.

Based on the most recent national census, in 1970, the report presents a detailed estimate of the effects of the two major school reforms of the 1960s which saw the introduction of the nine-year comprehensive school (grundskolan) and an integrated secondary school (gymnasieskolan) offering two to four year academic and vocational courses.

At the time of the census, about two-thirds of those aged between 15 and 16—the "middle-age" of Sweden's working population—had received only a maximum seven years' schooling, while fewer than one in 10 had entered higher education.

In 25 years' time the educational standard of this median group will have been raised significantly. An estimated 58 per cent will have attended secondary school and an additional 26 per cent will have also been to college or university. Only about 15 per cent will have received the new minimum of nine years' tuition.

The forecast provides sobering figures on the size of the problem facing the government's recurrent education policy. In 1970, 57 per cent of men and 63 per cent of women aged between 15 and 16 had received full-time education after their basic tuition, which in the vast majority of cases only amounted to seven years.

The projections could not take into account the likely effect of this spring's Adult Education Act, which provided a wide range of subsidies for those wishing to extend their school learning, and it is suggested that educational advancement for the over-thirties will continue to be strongly marked among the relatively well educated.

It was forecast, for example, that for those who made up the 25 to 28 age group in the census, and who will be between 55 and 59 in 2000, only about one in 32 of those with a maximum nine years' schooling will progress to higher education. In contrast, those with senior secondary education will go on to mature entry to higher education.

## South Africa

## Black staff urge ban on 'kaffir'

Black teachers in South Africa are demanding a purge of prescribed textbooks, particularly those used in African schools, which contain what they regard as the derogatory term 'kaffir'.

The teachers' union has ruled that the use of the word is contemptuous and insulting to the dignity of the Black man, and those found guilty of using it have been fined on charges of criminal injury.

## North Vietnam

## Nearly free schools

Education is to be practically free for North Vietnam's 5.5 million schoolchildren. Parents will now have to pay only the equivalent of one dollar per child, compared with an average wage for a skilled worker of 40-45 dollars a month and for a Minister of State 100 dollars.

## West Germany

## Big cutbacks on the way despite Bonn reflation

by David Dungworth

**West Germany**  
Germany's DM5,500m (£1,000m) reflation programme, designed primarily to stimulate the building industry, has come at a time when the federal government is having to borrow nearly DM40,000m to balance its 1975 budget.

It is therefore to be accompanied by a two-pronged campaign to reduce the deficit by almost half over the next two years which will mean higher taxation and severe cuts in government spending.

One of the groups likely to be hit hardest are the Beamte (state employees). Most schoolteachers and university staff fall into this category of employee.

Wage bills in the public services have rocketed during the past decade and the government now intends to reverse the trend through a virtual freeze on new appointments and by discontinuing some of the privileges which Beamte have so far enjoyed compared to other workers.

Thus, married couples who are both state employees will in future receive only one local allowance based on the size of the town in which they work instead of two. Automatic promotion after a certain length of service will be replaced by promotion on merit, and double sickness benefits, which mean that employees may be paid more when they are ill than when they are at work, will be phased out.

The breakdown of the federal budget for 1976 shows that 10 government departments will have less to spend than in 1975. By far the largest cutback, 10.2 per cent, will be in the allocation to the Ministry of Education and Science.

Details of where the cuts will have to be made are still under consideration. Economies are envisaged in the field of higher education. The annual federal contribution to the University Building Programme is to be reduced and the Ministry of the Fifth Framework Plan, which covers the years 1976 to 1980, is to be extended over a longer period than the current five-year term.

The union is demanding salary increases of about 17 per cent and is planning to make a complete restructuring of the school administration. It is also calling for the immediate application of reforms, which have been approved two years ago but which show no sign of being put into effect. These include the setting up of school district councils through-out the country.

Even before the strike began it was estimated that all the 250,000 teachers who must still be appointed to teaching positions this year could not possibly have been assigned. They, however, are suffering from record absenteeism during the Christmas holidays.

To complicate matters, about 100,000 temporary teachers have been employed to fill the gap. These must now be replaced by permanent positions which will involve displacing about 10,000 teachers who are currently on temporary or permanent contracts. These include the setting up of school district councils through-out the country.

Since each displacement almost always involves a lengthy appeal, some educational experts have estimated that, taking into account the present strike, there will be teachers still being appointed as late as February of administrative disorder involves a frantic display of teachers' musical chairs. A teacher arrives in front of his class and is then displaced by another teacher some days later, who then himself is displaced by another, and so on for weeks.

Logically, the appointment of the 150,000 new permanent teachers was part of a government union plan to abolish this perennial merry-go-round once and for all. But the union appears to have simply created two levels of permanent teachers, the second of which is less "permanent" than the first.

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## Italy

## Chaos ahead as new term approaches

from Dalbert Hallenstein

**VERONA**  
A week-long school administrative strike which began on Monday is likely to throw the Italian school year into even greater chaos than usual.

The strike has been organized by the Education Ministry Clerks' Union, which, although it represents only half of the Ministry's staff, is confident that it can paralyze the complex bureaucratic work which must still be done before term begins on October 1.

The union is demanding salary increases of about 17 per cent and is planning to make a complete restructuring of the school administration. It is also calling for the immediate application of reforms, which have been approved two years ago but which show no sign of being put into effect. These include the setting up of school district councils through-out the country.

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**AMSTERDAM**  
Education and science have been allocated £3,027m in the 1976 budget proposals announced by Dr Jos van Kemende, education minister, last week. This is a 5.71m increase on last year's figure and represents around £220 per head of population; £2,213m is earmarked for the non-university sector.

For the third successive year financial priority is given to long-term reforms and concrete measures which aim towards a better distribution of social opportunities. Thus, the educationally disadvantaged groups claim the bulk of the £19.4m allocated for new jobs and improving the existing ones. Young workers between the ages of 15 and 18 get the largest cut here with a £3.3m handout for reforming day release programmes. The idea is to integrate the features of the trade schools and educational institutes at one and the same time, which would also offer second chance programmes to other educational sectors.

The Open School, which starts in 1976 with three pilot projects and offers practical training and educational courses aimed at young and young adult workers, receives £1.2m. The positive discrimination programme launched last year in primary schools which have large numbers of disadvantaged children receives £1.1m.

Reforms in normal education, some of which are already underway, will partly be used to finance experimental school projects linked to community services and to employ an extra 135 teachers.

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## United States

## Stoppages all round as boards plead bankruptcy

from Allison Wolf

**WASHINGTON**  
America has entered the new school year with teachers' contracts still unsettled in 2,100 of its 15,000 school districts, twice as many as a year ago, and the highest anyone can recall. But teachers' strikes this year will probably total about the same as in 1974, when they hit 106 districts. As unions accept the inability to provide huge salary increases out of tax receipts reduced by this year's recession.

Before the New York strike, almost a million children had been prevented from starting school, many of them in Chicago, which, with over half a million pupils, ranks as the country's third largest school system.

In what is their fourth strike in six years, the Chicago teachers' union voted by a 9-1 majority to hold out for a cost-of-living pay increase which would add almost 7 per cent to the average salary of \$15,000—one of the highest in the nation.

Teachers also want smaller classes and rejected the Chicago Board of Education's plan to cut 1,500 jobs. The board has reluctantly agreed to retain the jobs, but insists it cannot afford the salary increase.

The governor of Illinois recently cut the legislature's appropriation for Chicago schools, arguing that the system was wasteful and used by Mayor Daley for patronage purposes; and the federal government has cut its aid to the city under the Emergency School Aid Act, which helps schools with desegregation projects, on the grounds that its teacher assignments were discriminatory.

Although the state is still providing more money than last year, the Daley-appointed board stresses that administrative costs have soared, and that the loss of the state and federal funds makes the cost of living rise impossible.

In Boston, where the School Board is offering 6 per cent and the union demanding 9 per cent, teachers have overwhelmingly voted to strike from Monday. Short strikes have taken place in East Detroit, suburban Philadelphia, and East Haven, Connecticut—and teachers are still out in over a dozen other districts.

Elsewhere, including suburban Washington, teachers are working



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## When E equals outright failure

Sir,—It is vital that everyone concerned with secondary education should be aware of the consequences of the new O-level grading. Already the D, and even E, grades are being accepted by some institutions of further and higher education, when in the past they would have required an O-level pass. In other words, these grades, showing performance even lower than the previous lowest pass grade, are considered to have some value. Inevitably, once this becomes generally recognised, more and more pupils will take courses leading to O level exams and so more and more pupils will be on courses which are quite unsuitable for them.

As all teachers and examiners of O level know, candidates getting the lowest pass grade were not very competent at the subject concerned. One of the major failings of the English school examinations system has been to set exams which are too difficult and then to describe as a pass a performance which revealed that the unfortunate candidate must have been in a state for much of the previous two years.

Now, thanks to the new system, more boys and girls are going to have to suffer, although to their astonishment they may discover it was not all in vain when a further education college accepts their E grade, which might be only about 20 per cent in mathematics, for example (ie, 80 per cent wrong).

This letter is not a Black Paper type appeal for maintaining standards. Rather, it is an urgent request to all concerned to consider what we are doing to the pupils. Adolescents, more perhaps than any other age group, need a sense of genuine achievement. The development of their personalities can be crippled by the burden of failure they have to carry in school because they are attempting work which is too difficult. The Certificate of Secondary Education gave schools the opportunity to provide courses suited to the needs of the pupils. The inevitable pressures we shall now be under to enter more and more pupils for O level must be resisted.

D. KENNINGHAM,  
Deputy head,  
Whitley Abbey School,  
Coventry.

Sir,—One of the compensations of advancing years is the amusement one is afforded by watching the wheel turning full circle. In the days of School Certificate a candidate could obtain a distinction (or thereabouts) and a pass. What but these, in effect, are the new fangled A, B, C grades at O level? In the interim we have had pass-fail only (in the early days of GCE), so that the chap with 100 per cent had nothing more to show for it than one with the minimum pass mark, marks supplied (inter-

pret as you like), marks with a key to (unofficial) grades 1 to 9, similar grades only. But the new grading at the lower end is quite absurd. Because what would formerly have been failures are to have some recognition on their certificate that they have tried, we are to have this (unrecorded) U classification to cope with those, for example, who hand in a blank script. I would prefer to see just two grades, E to include U, and no nonsense about it; D and E to be indicative of standards of competence "not satisfying the examiners", in the good old phrase.

We should then have what I consider is the minimum, but adequate scale for all purposes: A=good pass; B=sound pass; C=bare pass; D=near miss; E=outright failure. This should be clearly displayed on the certificate.

All teachers are well aware that C/D is the old pass/fail watershed. They will continue to think of it as such and doubtless see that their pupils understand this. The suggestion that this is not being made plain to employers outside academic circles is a disquieting and it is vital that the correct interpretation be given wide publicity. If the present depreciation of and contempt for standards is not to become a rout.

A. R. FARGETER,  
10 Turpinke,  
Sampford Peverell,  
Tiverton, Devon.

## Sport on the right track

Sir,—J. T. Morris (August 29) gives a one-sided and inaccurate picture. Having opened Warren Farm in 1964, after eight years of managing the other sports centre he mentions, I would like to qualify his comments.

In 20 years the policy of the Inner London Education Authority in setting up 10 school sports centres for London children has made a massive educational and social contribution, especially in increasing standards of performance in school sport. Warren Farm is a valuable asset (on the basis of independent survey) to be a most successful, and extensively used by those who are in this centre has been associated with Isaac Newton School, and 13 other secondary schools for 11 years. In addition, for the past five years, several primary schools from West London have made weekly visits for special games activities. In the present school year these schools have booked 8,150 pupil visits a week in to an acreage capacity of 8,300.

Underused? I think it fair to claim that many past and present teachers of all these schools acknowledge the benefit their pupils have derived from using first-class equipment provided especially for their benefit. The journey time for Isaac Newton and our other schools, except for a few further into London, is normally made in 30 minutes or less under the ILRA fleet of coaches. Traffic jams are always a possibility, so, exceptionally, a school could take longer to make the journey.

A regular programme of Saturday morning activity takes place throughout the year by several of our contributing schools. So much so in soccer that our pitch hours usage leaves no scope for Sunday football by other groups. Nevertheless, we have Saturday afternoon and Sunday bookings in hand by London Boys Hockey, Middlesex Women's Lacrosse, Southern Football, and a Sports Council FA coaching course. We also have regular programmes of evening activities for our schools while light permits.

As much as I sympathise with this crusade for the development of common land for community benefit, it seems that scant regard is shown by Mr Morris for the true worth of Warren Farm. Cannibals of this kind would be a more than retrograde step. It would be far more constructive to promote a campaign for the development of Warren Farm, to enable and encourage the community of Notting Hill to escape from its environs to our green pastures. We have some 25 acres of undeveloped ground at Warren Farm, bordering the River Brent, crying out for development as golf, marina, and other activities.

I would be the last to subscribe to a White Elephant Preservation Society, but suggest, to misquote Beaton, "First catch your white elephant".

E. T. HERRBERT,  
Warren Farm School Sports Centre,  
Southall, Middlesex.

## Immigrants prove their worth

Sir,—May I offer a delayed comment on Mark Jackson's article of July 11, which included some speculation as to the number of teachers of overseas origin employed by local education authorities, giving some figures about the situation in England. I am a teacher of Indian origin, and I am sure that the 150 teachers of Asian or African origin in the 100 schools of London are a small fraction of the total. I am sure that the 150 teachers of Asian or African origin in the 100 schools of London are a small fraction of the total. I am sure that the 150 teachers of Asian or African origin in the 100 schools of London are a small fraction of the total.

cher has contributed her Saturday mornings to meet the mothers of her Asian pupils and teach them English, advice and guide them in their adjustments to English practical undertakings. An Indian teacher, again, at a school in London, has consistently spent her evenings each week visiting the homes of pupils experiencing learning and behavioural difficulties and adults sometimes entire families. Contributions of this kind to the education service are not only a source of great devotion to duty but also reveal unique gifts without which the authority would be decidedly impoverished.

Contributions of this kind to the education service are not only a source of great devotion to duty but also reveal unique gifts without which the authority would be decidedly impoverished.

Letters for publication should arrive at the Editor's office by the latest of the 15th of the month. They should be written on one side of the paper, and the Editor reserves the right to edit or omit any letter if necessary.

## Receiving loud and clear

Sir,—Stuart Hood in his review of Julian Hale's *Radio Power* (August 8) lists some of the methods mentioned by the author by which countries seek to defend themselves against radio attacks by other countries. He includes among these "the refusal—as in South Africa—to stock and sell sensitive short-wave sets".

This is nonsense. Not only are sets of all kinds freely on sale, but there are also regular articles in the press on short-wave reception and how to recognise obscure stations. I can receive transmissions from numerous European and Middle Eastern countries beamed to Africa; many of these are hostile transmissions.

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## The wrong way up

Sir,—E. P. Woolsey's comments on the pitronage exercised by teachers in the selection of teacher positions (September 1) only the tip of the iceberg. The pitronage extends right down the line. 2 posts and does not get the whole idea. I would like to see just two grades, E to include U, and no nonsense about it; D and E to be indicative of standards of competence "not satisfying the examiners", in the good old phrase.

A head of a large school can, because of the salary structure, raise a salary by more than £1,000 in the space of a few years. In consultation and merely, recommendation to the school, teachers, who court the assiduously and find fault with the heads of their more senior leagues.

The effect of this policy is to staff is to introduce a competitive "sucking up" head with a consequent loss of teaching efficiency. This is a form of moral rot within the teaching profession.

Your report on Mr C. this has been known to the Department of Education and Science and the unions. It is quite a pity that the man knows his system. Nothing has been done to change the system because it isn't high powered and responsible for its own actions. It is not actually say so makes either by the present inequitable mind boggle.

A change in the structure of the salary system should look upon a two-tier system for all teachers and one wonders if he rather like the one which was so honest to his supporters in universities. It would be a pity to have the appointment. Come to mainly on seniority but the fact of it, he probably was. The by other means. It does occur to me to wonder whether the salary system is not a certain number of years' service. The whole question of educational stroke the head's purview. The whole question of educational stroke the head's purview.

Mr Woolsey is indeed a keen writer for a lead from the man for exposing the Department of Education and Science. I would venture to say that the man is a result of the system. I would venture to say that the man is a result of the system. I would venture to say that the man is a result of the system.

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## Mind boggling

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## Weeding out the worst

Sir,—Maurice Kogan's views on accountability (September 5), particularly the idea that contracts should be for, perhaps, five years, send a chill down my spine. The reaction, however, is simply that of normal self-preservation. Once the cold dread has passed, I realize that he is voicing good sense. There must be hundreds of teachers in full-time employment with education authorities whose total daily preoccupation is survival.

All the same, I doubt if many of the weakest teachers are so materially, as I sensed. Maurice Kogan was hinting that those who would use the "artistic" or "liberal education" defence when challenged, either by their headmasters or children's parents.

The lazy who are the most despised because they need not be failures, would I reckon, be more effectively classed as "sour cynics" than liberal wafflers. The incompetent may well be so as a result of a weak personality, so their material or "content" is not really the cause of their ineffectiveness in any significant way. It would be interesting to see if really weak teachers could produce a glowing plan of work, actually assembling resources for lesson content and writing promising lesson plans as so required. I reckon they could and would. The whole point about survival, surely, is that on rare occasions where one's job is at stake one produces the extra effort needed to avert disaster.

Quite understandably, the question of a society's treatment of its incompetent school teachers has been approached by Maurice Kogan from the standpoint of someone deeply involved in management and the wide social implications of existing localized social practices. This viewpoint has, however, led him into some assumptions which I would like to question.

Is it necessarily the prime function of free schools, again, as it implied "to strengthen individuals against the community or the state"? I concede that many of their advocates would say yes, but I certainly would not.

The child may take on a far bigger personal responsibility for his or her education than this, of necessity, restricts its final competence or its social adjustment? It seems to me that Mr Kogan's points ignore the fact that the child's final competence is the major aim of education. Obviously it would be naive to suppose that is all. Often political stances cloud educational issues.

It is equally naive to assume, that peculiar or even poor teaching will automatically lessen the competence of the child in his or her first job. In contrast with this point, albeit tangential, I would disagree with the social interpretation of the change in English teaching cited in the

article. Not so much damaged, actually, as claim that it is irrelevant. Maurice Kogan puts it neatly: "Structure and impersonal language come more easily when relevance and feeling are starting points." Are these social assumptions? Are we not looking at a method—something concerned with producing competence in the child by the safest and best means? In a purely mercantile background, would one look on lavish business lunches as the professional artist's concept of the salesman or simply the quickest route to Rome?

It is easy to get neurotic about the transference of personal values arising from a style which encourages interaction. Teachers of whatever discipline or persuasion will, in some way or other, communicate values, often unconsciously. Naturally, in classes where plenty of interaction occurs, the teacher, as sole adult, may have a larger influence than in other styles of teaching. I would point out that when interaction is really working there are upwards of 15 children contributing and effectively balancing the teacher's influence.

There are such powerful influences in society at large that the teacher's moral or social influence can sometimes be written off as negligible. For instance, it is quite possible, within the terms of reference, to claim that a divorce of a child's parents does more "damage" than any amount of bad or socially destructive teaching.

No, let us keep strictly to the true point of accountability—that of the child's ability when it leaves school. Here, within the well known guidelines of intelligence and social disadvantages or advantages, the teacher is accountable or ought to be. If the contract system suggested by Maurice Kogan allowed heads or boards of governors to terminate the contracts of lazy or negligent teachers, according to a universally accepted yardstick, then I for one would support it.

I fear, however, the line drawn would be too low that only a few teachers would ever offer dismissal. Probably the recent cutbacks in expenditure on education will have a more dramatic weeding effect on the sum of incompetent teachers than any organized system of accountability.

The difficulty really lies with the original appointment of such teachers after probation. Someone gave all the incompetent teachers a job in the first place. In the new economic climate there is less excuse than ever for a head to appoint a useless teacher. Maybe heads should be more accountable for this most vital of managerial decisions?

BOB MASON,

3 Heathfield,

Baginbun Road,

St Saviour, Jersey.

## A child is not a clockwork toy.

Sir,—I wonder if Tom Howarth (August 15) ever kidded "in his school, like 'amiable goat' as he describes Bertrand Russell doing in an insulting reference to the school which Russell and I founded and which I maintained, 1911, for 16 years.

I was not responsible for the picture illustrating the article on the school: my criticism of that attractive picture is, on the contrary, that it is posed and does not show the children independently active on their own educational adventure. Nor does the picture of the house, or the conventional classroom with a teacher wrongly thought to be me.

I do not see why Tom Howarth should be arrogant because A. S. Dunn once paid me a compliment. I am an educator. In the raising of children arrogance of all things is out of place; it portends, I feel, rather to these educational neo-authoritarianism, knowalls, wing about the society we adults have created, determined to impose their will, to force children to conform and serve the system.

I see the machine age of our society and the way we wanted to rear children quite unskilled to it. I think that this particular type of humanism, which almost reached its peak and with present

decline. It no longer commands fanatical belief. I was delighted to hear Sir Bernard Lovell the other day publicly depart from the view of science as neutral, even envious, it is dangerous. And I recalled the way Beatrice Webb stopped me down years ago for daring to suggest any such thing when she was expatiating on the neutrality of science. Science was an article of faith with Russell too.

Do not suggest that we can entirely do away with science, we have to subdue it, and stop making human sacrifices to it, as we used to do to agriculture.

Are we or are we not a democratic society? Then what is wrong with helping children to learn what democracy means? Obviously it is highly dangerous, they must be drilled into proficiency in the three R's to be fit to cope with our splendid technology. Yet when I enter the post office I find a machine which tells me—and the employee behind the counter—the weight of the parcel I am carrying. I have to go to a shop assistant to multiply the cost of my parcel. I have to give them the least they will use. I am a slave to the machine. It is common to poke fun at the machine, but it is not to be taken lightly.

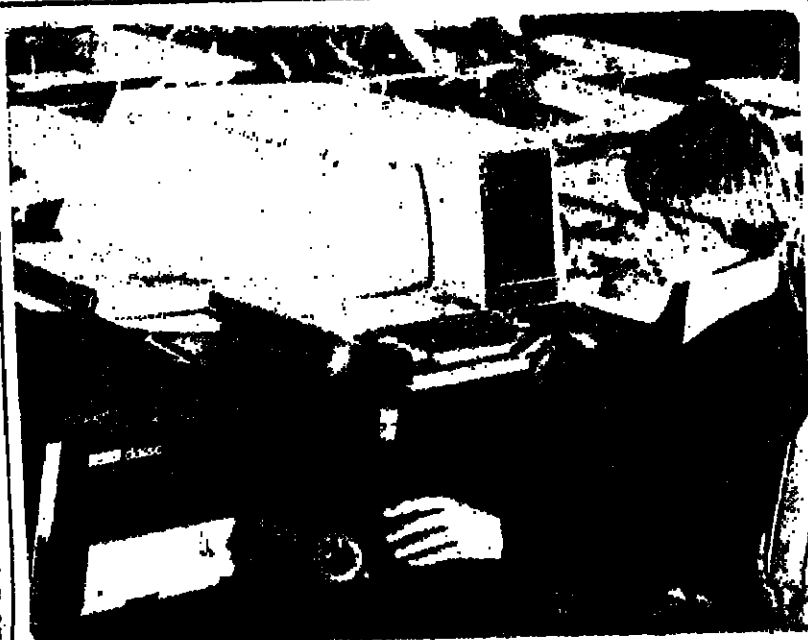
Only a change in our values and attitudes could have any effect on education. But what I call for is a change in our values and attitudes. What we spend on it now. DORA RUSSELL.

what Russell and I were trying to do. Argument achieves little; diametrically opposed views of what a child is are concerned. A child is not a clockwork toy that you wind up; he is a living organism growing gradually in the use of his faculties and understanding of his environment. Learning through senses is important before language is built. Our way of education was not easy for children; they had to find how to regulate themselves and apply their own minds, achieve social contacts by experience rather than by rules.

We are often told that "free" methods have largely and disastrously, some say, been adopted today. The reverse is the truth. No child can now evolve a growth naturally in our system. His environment controls him from his earliest years. The complex maze of our application needs him; we can have no real knowledge of his being. He is no longer allowed to be a child; it is robots that we require.

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## Schools 'Win a Computer' Competition

Jointly sponsored by Computer Weekly and Digital Equipment Company Ltd.

The prize is a Classic (Classroom Interactive Computer) valued at £5,480—plus training in its use. The competition is open to all schools in both the state and private sectors providing education for pupils between 11 and 18 years of age, in the U.K. The competition will take place in two stages. In the first, schools are invited to submit descriptions of a project involving a minicomputer which the school would like to implement. The five schools submitting the best entries will then go forward to the second stage in which they will be required to implement their projects up to the point at which the minicomputer could be used to provide results. The five teams of finalists will be required to give a presentation and be questioned on their projects by a panel of judges comprising Dr. H. L. W. Jackson, Head of the Department of Computing, North Staffordshire Polytechnic; Mr. J. J. Turnbull, Head of Educational Application, National Computer Centre; and Mr. W. R. Broderick, Head of Educational Computer Centre, London Borough of Havering. To obtain a copy of the rules and entry form please complete the accompanying coupon and return it to Computer Weekly, Room 118F, Daisel House, Stamford Street, London SE1 8LL. \*Special price for educational institutions.

I am interested in entering the schools 'Win a Computer' Competition. Please send me a copy of the Rules.

NAME (BLOCK CAPITALS) \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
ADDRESS \_\_\_\_\_

## THIS WEEK IN THE TIMES HIGHER EDUCATION SUPPLEMENT

The uses of Sanskrit; Richard Gombrich argues that the case for Sanskrit is the case for humanities.

Were the polytechnics necessary? Professor Elwyn Richards, former vice-chancellor of Loughborough University, says the polytechnics should never have been created.

Robert Pinker, Tessa Blackstone and Peter Barnes are among the contributors to 5 pages of reviews of books on Social Administration.

Hywel Lewis discusses the recent growth of interest in university religious studies courses.

Phillip Allen shows how the problem of the decline of academic publishing could be solved.

## THE TIMES HIGHER EDUCATION SUPPLEMENT

On sale at newsagents today, price 12p.



# COURSES

## UNIVERSITY OF BRISTOL

### SCHOOL OF EDUCATION

The following courses, to be held in Bristol, will form part of the in-service programme for teachers arranged for the autumn term of 1973.

#### SOME ASPECTS OF THE PRINCIPLES AND PRACTICE OF PASTORAL CARE

Wednesday to Saturday, October 22nd-26th

#### MANAGEMENT AND STAFF DEVELOPMENT IN SECONDARY SCHOOLS

Wednesday to Saturday, November 12th-15th

#### GERMAN IN THE SIXTH FORM

#### ORGANISATION OF MATHEMATICS DURING THE EARLY YEARS

#### TEACHING THE SLOW LEARNER IN THE SECONDARY SCHOOL

#### ENTRY INTO HIGHER EDUCATION (FROM SCHOOLS OR FURTHER EDUCATION COLLEGES)

Further details may be obtained from P. W. Taylor, M.Ed., 35 Berkeley Square, Bristol BS8 1JA.

## CAMBRIDGE INSTITUTE OF EDUCATION

### ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Applications are invited from serving teachers with at least three years' teaching experience for this one-year full-time course in which students follow two main studies, or one main study and three supporting studies. Main studies available in 1976-77 include:

- Experimental educational psychology (double main course)
- Psychology in relation to education. Curriculum studies
- Philosophy of education. Sociology of education
- History of education. Teacher education
- Literacy. Mathematical Studies
- Child development and learning (3-13)
- Organisation and practice (3-13)
- Contemporary thought and practice in the secondary school
- Education of children with learning difficulties (either in ordinary schools or in special schools)
- Comparative education
- Educational measurement and statistical methods in research

Further particulars and application forms may be obtained from the Secretary (Ref. 7), Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, to whom applications should be sent as soon as possible.

## TREK LEADERS/INSTRUCTORS COURSE

The Pony Trekking Society of Wales is holding a Residential Course of instruction for Pony Trek Leaders/Instructors from September 28-October 5, leading to the award of the Society's Certificate of Competence. The instruction covers all aspects of Pony Trekking, designed to be of interest to those seeking employment with an Approved Trekking Centre, or regularly taking groups of young riders to such Centres. Details from: Joint Course Secretaries, Cwmffwrdd Hall Centre, Talgarth, Powys.

The Pony Trekking Society of Wales

## CITY OF LONDON POLYTECHNIC

Part-Time MSc Courses

Available in:

Chemical Engineering

Electrical Engineering

Mechanical Engineering

Structural Engineering

Transport Engineering

Urban Engineering

Water Engineering

Waste Engineering

Yacht Engineering

Zoo Engineering

## DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

Edinburgh

### ONE TERM

### IN-SERVICE COURSE IN

### OUTDOOR PURSUITS

21st April, 1976-3rd July, 1976

This one term course is open to all teachers who wish to work with young people in the outdoor situation.

The course will be held at Dunfermline College of Physical Education, where there is a well equipped outdoor sports centre.

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## Sport

# Tennis final: luck takes a hand

by Stanley Levenson

Ion Currie, of Westcliff High School, Essex, with a large slice of luck, and Judith Erskine, of Morrison's Academy, Crieff, near Perth, won the international finals of the Nestlé schools tennis championship at Queen's Club, London, on Saturday.

Currie beat Alec Chisholm (Arbroath High School) 6-1, 6-2 and Miss Erskine defeated Elizabeth Locke (Chingford High School, Essex) 6-4, 6-0.

Currie's bit of luck came on the eve of the final stages of this massive competition with a world record entry of more than 30,000. Eliminated at an earlier stage he was picked to replace a late withdrawal.

But there was no luck about his victories from then on. He played through five rounds to win the English section of the finals, on the eve of the international tournament, beating two of the favourites en route.

In the semi-final he beat another Essex boy, Chris Godwin (Buckhurst Hill County High School) 6-3, 2-4, 6-5 and then headed the English section by defeating Jeremy Dier (Brighton Hove and Sussex Grammar School) 6-4, 6-5, 6-4.

These were certainly harder matches than the subsequent two against Chisholm and, in the international semi-final, against John Biscuit (Belisle), whom he beat 7-5, 6-4. Chisholm reached the final with a 2-6, 6-4, 6-4 defeat of Philip Jones of Howardian High School, Cardiff.

Miss Erskine was too steady for Miss Locke, who had been expected to win the girls' final. In the semi-final Miss Erskine beat Jo Sheridan (Holy Child Convent, Dublin) 6-2, 6-1 and Miss Locke defeated Elinor Lightbody (Ochil Comprehensive School, Swansea) 6-1, 6-4.



Judith Erskine: too steady for the favourite.

# Umpire Christopher is only 13

by Neil

Christopher Boffey, a 13-year-old Warwickshire schoolboy, is believed to be the youngest qualified cricket umpire in England.

When he passed the Midland Counties Cricket Umpires' Association examination earlier this season he became qualified to stand in at matches up to the minor counties level.

Christopher, a third year pupil at Nicholas Chamberlaine Comprehensive, Bedworth, received his certificate from Charlie Elliott, the former Test umpire and now an England selector.

Since passing his exam, in which he obtained 85 per cent marks, he has stood in at several club matches. His ambition is to play cricket at the highest level, as well as umpire professionally.

How does he feel when umpiring in a match between adults? Christopher, who stands 4ft 10in, said: "I consider it a bit of a challenge. I've mainly umpired in adult matches, and found that they accepted my decisions without question. But it is difficult to stand in a junior match because the boys don't

accept my decisions without question. They think it's my job."

How does he deal with the law of lbw and the appeals? "If you know the law, then decisions are easy. There might be a few details when it comes to not out. It becomes a decision when the ground is lit and the ball is hitting a batsman's leg."

For his umpires' examination, Christopher played cricket at the second attempt. He was encouraged to sit the exam by his father, Mr Roy Boffey, who was himself a county age group team of his school, which includes his father.

The summer had been a good one for him. As well as being a qualified umpire, he had also won a county age group team of his school, which includes his father.

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Liverpool, at the time of the General Strike. The young inspector was visiting a family friend, a doctor, who was a member of the Liverpool Medical Society. He was a member of the Liverpool Medical Society. He was a member of the Liverpool Medical Society.

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# Homeless youth 24/25

# Charles Causley's poetry 26

# Books: history; linguistics; education 27/30

# 31/33 Resources: hi-fi; ecology; reading

# 34 Talkback: children as journalists; athletics

# 35 Homer Lane

# Less of a gardener, more of a bee

On the eve of his eightieth birthday, Christopher Griffin-Beale talks to Christian Schiller (right), an inspector for fifty years, who has perhaps had more influence than any other individual on the development of British primary education

evoked examples of children and schools. Witnesses agree he is the most perceptive and stimulating observer of children they have encountered. Schiller 40 years ago. "He stood lean and erect, his white hair seeming to wave like flames and his all-seeing eyes magnetizing us all, his long fingers gripping his lapels. His book of notes lay closed before him. He declared: 'They teach, explore and make, and this is how they learn and grow. No two children are alike or ever will be. Children live only for the present, and our job is to help them fulfil their present stage of growth.' The conference listened awed and inspired as this passionate man pleaded for an education whose content and whole nature would be dictated by the needs of children rather than the convenience of teachers."

Turner's description could easily have been of a lecture last week. Schiller's appearance and his vision of education have hardly changed, except that today his views arouse less surprise, now that many primary schools practice what he has preached for so long. And though he retired from the inspectorate 20 years ago, he is still visiting schools and talking (only last month to the Plowden conference at Lincoln) about the future of education, often drawing on his own grand children for examples.

Schiller was born in London and calls his education conventionally middle-class. It was the First World War that gave his life its direction. Appalled by the enormous waste of potential of the ordinary soldiers around him, he realized the need to help everyone develop whatever talents they have. After the war he took up his mathematics scholarship at Cambridge, then taught briefly at a progressive boarding school before taking his postgraduate teaching certificate at the London Day Training College. His mentor, Percy Nunn, recommended the inspectorate and sent him off for interview. To his surprise Schiller found himself appointed and dispatched to Liverpool in 1925, where he remained for 12 years until transferred to Worcestershire.

One conviction he emphasized was that all children, given opportunity, should express themselves through painting, craft and movement. Copying given examples was then the only art work generally permitted, and that only in enlightened schools. An exhibition of children's paintings brought to London in 1927 by a Viennese painter, Dr Cizek, was a revelation. "It was as if the conviction we had always had of children's potentialities was suddenly presented, alive, before us," Schiller wrote. Several paintings for his children's walls and encouraged independent planners. He also Liverpool teachers whitewashing newspapers by night to provide adequate "canvas" for their young artists.

If children's morale could gain so much from these creative activities, then so could teachers. Participants still recall his wartime holiday courses in Worcestershire and Herefordshire. For 10 days teachers would paint, write poetry, perform movement and mime—all intended to boost their morale and their own potential, so that ultimately they might lighten expectations for their children. Schiller's influence widened after 1945, as the first staff inspector for junior education. Change was in the air, but not necessarily because buildings had new signboards. The 1944 Education Act had created the junior school, but many teachers were trapped simply to reproduce the old elementary school. Schiller represented the old elementary school. Schiller represented the old elementary school. Schiller represented the old elementary school.

On his retirement in 1973 he walked straight into another career, drawing on long-nurtured plans for an educational "staff college" in running a new one-year course at the London Institute of Education, for second heads and senior teachers. The vision of schools and together thought through their approaches to education. The high point for him was the two afternoons each week when the group simply sat and talked among themselves. "At first they wanted me to speak, but I wouldn't. After a month I could spend a whole afternoon without saying a word. The conversations were keen, not desultory. I felt I'd never had such influence before. I could almost feel the discussion flowing and changing course." Many of his students during his seven years at the institute now occupy strategically important roles in education—as heads, advisers, college principals—and Schiller's vision can be detected throughout their own practice. Since he left the institute they have kept him in constant demand as an external examiner, talking to students and assessing their school practice.

Not everybody shares the same admiration for Christian Schiller. He is invariably patient and gentle with children and teachers. But he does not suffer fools gladly, and could be uncomfortably direct with colleagues who sometimes found his inflexibility on points of principle an embarrassment. Many people feel he has been misinterpreted as an advocate of licence, but his audiences could not mistake his view that there is no one less free than a new-born child, so that primary teachers cannot abdicate responsibility for guiding children. "A weakness of our present system of schooling is that we do not set out to deal with the problems of adolescence. Adolescents need different approaches: he deplores the introduction of middle schools, feeling that young men or women of 15 or 16 should not be expected to remain in the same institution as adolescents. Secondary education seems generally resist-

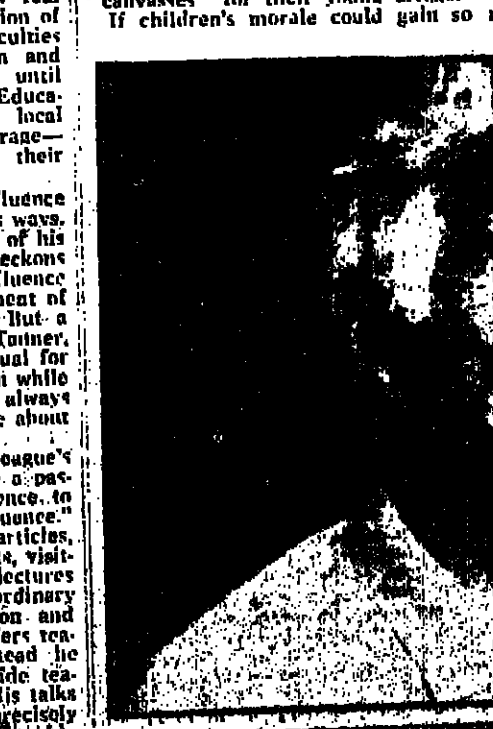
Schiller's characteristic optimism about our educational future has the authority of both of contemporary observation and a half-century of experience. He knows children learn more now: he saw himself how much children learnt 30 years ago. He knows the quality of teaching has improved: as an examiner he necessarily sees any potential failures. As a young inspector his hopes had seemed illusory.

He recalls, reading an advance copy of the Hadow report on the primary school in 1931, on a ferry across the Mersey: "What a good and wise father desires for his own children, a pattern must desire for all his children." He looked over at the desolate dockland and the Cammell Laird shipyard entirely closed. Most schools there had not a single child with a father in work. Schiller felt he must decide: was the report what we would now call a "con" or a vision? "I decided we'd better call it a vision." And the vision has been more than realized. "I never thought I should live to see what I have seen. I never did."

Schiller believes excessive striving for educational change can frustrate the development of thoughts and feelings, on which such lasting change depends. Though his convictions are unshakable, he recognizes his vision can be realized only as far as individuals solve the problems in their own hearts and minds. "One must be content with the slowness of change."

Schiller seems content for his own contribution to remain camouflaged within the general landscape of educational change. There is a saying of the Chinese sage Lao Tze which he believes captures the essence of the role of the teacher. It also defines his own achievement. "The best sort of leader is hardly noticed by people. I wish he has finished his work, people say. We did it ourselves."

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# Home sweet nothing

The television documentary *Johnny Go Home* certainly succeeded in producing shock waves. For any one not closely involved, however, they did not rise much above the level of sensationalism, or prompt anything but standard reactions, one of which is to insist that such scenes are wildly exaggerated by the media; another that the wounds are self-inflicted, and therefore deserved; another that we're living in a welfare state and that thanks to the crippling taxes collected for the purpose, we are, *ipso facto*, containing the problem.

Unfortunately this is wishful thinking. A morning in Piccadilly will confirm, for the price of a hot dog and a cup of coffee, that *Johnny Go Home* was the tip of an iceberg. A night in the only emergency shelter for new arrivals in Soho is long enough to observe that young people, male and female, are pouring into the West End, who have initiative and who want nothing more than a room of their own, a stereo and a steady job, who nevertheless end up on the streets because they can't find a job or a place to sleep at night. "The situation is as desperate today as it was when Dr. Barnardo's was founded," says Sandra Levinton, secretary general of the Community and Youth Service Association.

Waking up to the 7 am news on Radio 1 at the Centrepoint night shelter in Soho in the third week of August was not a reassuring experience: "Prime Minister issues tough warning on unemployment. Those worst affected include not only the breadwinners, but also young people seeking work for the first time." The chiding, slightly hysterical tones of the disc jockey were no comfort either: "Come on you people, up you get. I know it's not easy, specially when all you've got to look forward to is work."

It is even harder, judging by the huddled, dishevelled forms laid out in bunks on striped plastic-covered mattresses, if all you have to look forward to is another day tramping the streets in search of work with 365,000 others your age, when the number of suitable vacancies has fallen by nearly 10,000 to a mere 28,000.

Of the 7,725 admissions to the shelter last year, more than 1,000 came from Scotland; 761 from Ireland, and between 600 and 700 each from the north-west, north-east and the Midlands. It is not, therefore, very surprising that, after the revelations in *Johnny Go Home* of the earning power of the young and pretty "under the arches", quite a few more found their way to Soho. And not just for the fun of it: £80, even as a "rent boy", is way beyond their wildest dreams, as is the more realistic sum of £50. Once there, if it is not prostitution, it is destitution.

The numbers of children at risk in the West End may have been grossly swelled by seasonal unemployment, but the traditional theories of deviancy still hold good. The unemployed are as thick on the ground as the employed. Many are drifters, and not strictly homeless.

As Peter and Brigitte Berger and Hansfried Kellner put it in their study of modernization and consciousness, *The Homeless Mind*: "Because of the lengthening of the educational process... youth has become a very important biographical stage. The ethos of this new youth, however, is based on the ethos of childhood that preceded it. To the extent that the bourgeois ethos of tenderness has been successfully institutionalized, and has penetrated other classes, youth has become charged with very high personal expectations. But its structural location in modern society almost guarantees that these expectations will be disappointed. Without intending the adolescent to be polarized, we say that these individuals tend to be polarized."

An amiable 20-year-old, blond, blue-eyed, well-dressed, and well-spoken, he spent his night at the night shelter in Hyde Park before disappearing into the night. "My apprenticeship in carpentry fell through, so I tried the building trade. I was a carpenter for a while, then I started 250 a week, but I couldn't stand the working in the dark, and my day couldn't stand the night. Whether it should be called a 'rent boy' or not is not at all clear."

Whatever their reasons for coming, neither he nor the 17-year-old from Norwich, who had been a "rent boy" for a while, had been in the capital, beyond the obvious practice of "renting" a room for a night. The night shelter was the only place where they could find a place to stay.

survey of unemployed schoolleavers in London.

Only 12 per cent of manufacturing firms are recruiting. Another 10 per cent plan to move out in search of cheaper rents and rates. A Chamber of Commerce spokesman was quoted as saying: "There are as many as 50 per cent less jobs this year than there were at the same time last year." Anyone arriving now will have to compete with 5,000 already out of work. Centrepoint's inmates have clearly not reached their journey's end, though, as one of them put it: "If there's no jobs in London where is there?"

It is just as hard to find a bed. Single people have traditionally been forced to rely on landladies and cheap hostels, but these are disappearing fast as a result of the cost of improvements and the 1974 Rent Act. The deficit grants and other measures intended under the Housing Act of the same year to improve the situation have made little impact.

Between 1965, when there were 12,000, and 1973, the number of cheap hostels and boarding houses in the Greater London area declined by 13 per cent, and in England and Wales by 17 per cent. Since then another 3,000 have been lost. Under section 19 of the Children Act of 1948, local authorities are empowered, but not required, to provide hostels if there are no suitable alternatives. In April 1974, however, there were only 146 hostels under the community homes scheme, providing a mere 1,600 places.

To prevent what remains from falling into corrupt hands would be comparatively simple if existing safeguards were enforced. The Department of Health and Social Security have powers to inspect addresses to which they send giro or vouchers; the social services to inspect hostels to which they make referrals; and the housing authorities to see that houses used in multiple occupation or as common lodging houses observe public health and building standards. If some voluntary projects are hostile to registration schemes, it is for the good reason that controls might be imposed that prevented them running experiments and informal schemes in the area in which they shine.

The real issue, however, is how to sew up the holes in the safety net that is supposed to exist for the young people who fall into it. Two of the most alarming features of the Cleaves affair were the lack of coordination, both within and between the government departments concerned, and their tendency to use the voluntary sector as a dumping ground for cases which they should be taking on themselves. The Joint Framework for Social Policy documents it not the first to point out the lack of integration.

A classic example is the confused and anomalous position on housing. There is no legislation which obliges housing authorities to provide accommodation for homeless people. If they choose to exercise their discretion in response to government circulars, they take on administrative responsibility, but have no statutory duty or power to act. Social services, on the other hand, have been relieved of the administrative responsibility by the National Assistance Act of 1948.

Green, in addition, that the nucleus family has historically been the basis for housing policy: young people over 17, who are no longer the responsibility of any authority, are unlikely to fare very well. Although they are as vulnerable as any other section of the homeless, it has until now seemed politically more expedient to house families.

In London, the Greater London Council might be expected to play a strategic and energetic role, but, perversely, they have no powers as a social service authority. Despite the fact that they are conducting a study of the problem, a joint study of the problem in London through the medium of the police, they are not in a position to act.

And although the London boroughs of Camden and Westminster may be cooperating over policy, the major railway stations, one voluntary project worker who has been dealing with their respective problems for some years is on the point of despair: "You just keep telling them the holes, they seem to think that the problem stops at the borough boundary."

The question of responsibility is not a simple one. By Sutherland, leader at Centrepoint, the story of the boy who had been a "rent boy" for a while, had been in the capital, beyond the obvious practice of "renting" a room for a night. The night shelter was the only place where they could find a place to stay.

After spending a night in a Soho shelter,

Frances Stadlen considers the desperate plight

London's young homeless and unemployed



Top: Annie, 16, the homeless girl featured in *Johnny Go Home* found shelter in this derelict house after hunking and begging during the day

Below: workers at the Centrepoint night shelter in Soho greet new arrivals to London and discuss the possibility of giving them a bed for the night

one government department: "It would be going too far to suggest that what we need is more things in Kitchener, but any inquiry must cast its net that wide if it is to be useful."

The opportunities for buck-passing, or as the official jargon has it, referral, are legion. Civil servants will admit this. "Some of us talk about hostels, some about unemployment, some about community industry schemes, as if none of them had anything to do with each other. Because of *Johnny Go Home*, there will be a real and concerted look for quick, short-term solutions. Information, looks, a few more hostel places of precisely the kind we are sitting away from, that sort of thing, because these are the sort of solutions people are looking for. But there is also a need to look at the more long-term questions, of the kind which would certainly involve inter-departmental cooperation, and not to allow our solutions to be limited by short-term considerations."

One of the long-term questions concerning the future of the service potentially contributes most, partly because it is preventatively — the youth service. The Minister for the Arts can be sure that any youths are received, none of them will be worse than look across the Atlantic to the Department of Education and Science (it receives 86 per cent of the cost of the service) in the department, in the views of users — such as actually frequenting the clubs, bars and other likely places in order to talk to them.

The volume of referral in the youth service has therefore been largely confined to the homes and hostels, on the streets, and fewer use the purpose-built youth centres where, after *Johnny Go Home*, the youth service's traditional concern "leisure" is a bit wide of the mark.

The absence of a long-term service, represented by Youth and Community But added what talked out at the night shelter, through, it's left to table for a complete with Piccadilly, quality of official thinking on the

was perhaps not altogether fairly symbolized by Hugh Jenkins's decision to hold an essay competition as a way of airing the views of the young.

The Minister for the Arts can be sure that any youths are received, none of them will be worse than look across the Atlantic to the Department of Education and Science (it receives 86 per cent of the cost of the service) in the department, in the views of users — such as actually frequenting the clubs, bars and other likely places in order to talk to them.

The concentration on alienated adolescents, as it is to some of those whose loyalties lie with the youth service, misplaced rather different reasons: "Instead of offering 'adjustment' to industry, courses (some youth workers) seek to adjust industry to the needs of the young."

The lack of direction and agreement in the youth service is a group of first projects working in the young people in the West End, including some youth workers defect to voluntary projects.

Id reply, Mrs Kellner, Principal, Director of the National Children's Bureau, objected that "to concentrate on alienated adolescents is to concentrate on the present, whereas the future of the service potentially contributes most, partly because it is preventatively — the youth service."

Partly as a result of the lack of coordination between the statutory services, the voluntary sector also offer a fragmented service. While funds are dispensed by individual departments, their dependents are indeed identified themselves with their benefactors. The Voluntary Services Unit of the Home Office, who have £1.5m to disperse each year to projects that have a national reference and span the interests of several departments, are an exception.

A recent initiative, the formation of West End Co-ordinated Voluntary Services (WECVS), is a group of first projects working in the young people in the West End, including some youth workers defect to voluntary projects.

Id reply, Mrs Kellner, Principal, Director of the National Children's Bureau, objected that "to concentrate on alienated adolescents is to concentrate on the present, whereas the future of the service potentially contributes most, partly because it is preventatively — the youth service."

presenting a united front to administrators and politicians and avoiding overlap. They also manage to maintain their greatest assets, which are flexibility, individuality and smallness.

Other developments such as the Campaign for the Homeless and Rootless (CHAR), who have attracted 120 member organizations in two years, the Standing Conference on Drug Addiction (SCODA), and the National Association of Voluntary Hostels (NAVH), who offer reliable and up-to-date information on short-term accommodation, are all moves in the right direction. So far, however, coordination has been confined to individuals and small groups.

Considering the crucial alternative role they play, it is a disaster that many voluntary projects are facing severe financial difficulties, contracting, and in some cases having to close down. The young people who are their clients know where their preferences lie.

Their instinctive revulsion from anything that smacks of bureaucracy (such as the government reception centre in Dean Street) can be motivated by the way they make of the experience in that men and women on the "Dolly", a major source of clients for Centrepoint. There is plenty of evidence, according to CHAR, to show that anything, even the street, is better than officialdom.

Most of the boys taken on from the night shelter by Centrepoint have been through some form of institutional care, and, according to Billy Sutherland, it shows. The despair at the tiny number of places that will take them on from him without "heavy" criminal records. "We've over the moon if we can get them into somewhere like the Richmond Fellowship."

Centrepoint House, which offers short-term accommodation that is desperately needed. There are others, too, such as flats and hostels in which wealthy, but not too wealthy, youth workers could be housed. As for the light of CHAR, it is not a light that can be expected to expect anyone to live in a hostel for long.

At the house there's a breathing space (up to three months) for eight boys (average age 17) to sort themselves out with the help of experienced, though not necessarily qualified people, sympathetic to their situation.

"We don't push them out to work," says Billy Sutherland. "We let them sit around getting bored until they are driven to talk. And most of them want to. Apart from Top of the Pops television's not a big thing with them. They'd far rather sit up talking all night. They may be confused about their sexual identities, they may have quarrelled with their parents, they may be on the run, afraid of being set down, out of work, out of pocket—anything."

"What we don't do is lay on billiards. If they've landed up with us they're in a crisis, and three months is not very long then. It would be totally superficial to occupy them. The most we can do for some way is help them to recognize their need for more specialized help and do what we can to find it."

"Otherwise we see our job as getting them to see that there is such a thing as life, caring, trust — often their parents just don't want to know — that there are good things in life, and lots of ordinary nice people about — to get them to believe this, and to accept themselves. So often they put themselves down as completely useless. We try to give them a bit of structure. Nobody in a confused state of mind can flourish in a confused environment."

Centrepoint House took in last year 100 boys last year. Thousands of others, boys and girls, will find up in the only alternative accommodation available — squat, shanty, street, bar, prison, and psychiatric hospital. The night shelter is the only place where it speaks for them.

As I travel down a highway  
Always, finding nothing  
Always, finding nothing  
I reach a town  
Try to make a living  
But no one wants to know me  
As I travel up a highway  
People say I have eyes  
Thinking I'm going nowhere  
To live  
How can I live like this  
As I travel up and down a highway  
All alone  
How lonely can I get.

Photographs/Chris S. 1974





Profession: schoolteacher/vocation: po

Yet even with general education, few working class poets have emerged, though many have become prose writers. There has of

Indeed, it is rather in their content that these poems are "traditional." So many modern poets, in their pursuit of formal innovations, have used as material "not much more than their personal feelings about them-

By profession (since poetry is not a profession but a vocation), Charles Causley is a schoolmaster; yet, now a poet of international repute, he worked in his native place at Launceston. Those who equate success with climes, or at any rate top jobs, have been surprised by this; though I would guess it is his instinct to cherish place, and to remain in living contact with the young, that has so strongly impelled him. Nor, despite his rural roots, is there anything of the eighteenth-century "village indolent" master about this peripatetic, cosmopolitan teacher, while the extreme fluency of his poems, which operate on so many levels of understanding,

The winnowing from the College has lost to the chief, yet given his admirers many selfish, yet good ideas of increasing growth and spiritual form, of far greater abstraction and eloquence of the earlier work. If it were the younger writer's breathing, the latter have an answerably. As a prose-writer, we are again by the dignity of comparison with the massive body of collected works "a poor creature," time of deep understanding (and which, by the skill, favor and they disclose carry the spirit of thousands of years past.

### Robert Fox on the economy of the Dark Ages

about 1180, the habits of merchants in using money as a merchant venturing was fundamental change in the peasant economy, now based on gold in the words of Professor "the age of the businessman" as the economy was

lines: control of language; purification of phrases pour from each page to evoke hours of debate. In 1970, the book in the original French won the Prix Paul Valéry for its literary merit: would that the translation had stuck to the simplicity and elegance of the original title, *Words and Poets*, instead of *Words and Unwisdom*, as they have substituted. For in the closing words of the essay, Suttie had been talking of the middle ages in the age of the machine who "worked the land and the warriors who were their lords."

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**Hutledge & Megan Paul**

**Routledge &  
Kegan Paul**







## 30 Books/English

## STORIES OF SUBTLETY

Interpretation involves the examination of vocabulary and syntax to perceive a basic meaning. The identification of a work's "points of reference"; for example the pastoral convention in *Lycidas*, he calls orientation. Declaring evaluation "the most difficult phase" he gives a practical demonstration of how a critical judgment arises, accord-

**In Focus** is another attempt to mine the lucrative vein of the educational anthology. It contains poems, short stories, pictures, and several of those "key" extracts from novels which, ripped from their contexts, are so often received by children with incomprehension or boredom. It largely succeeds in avoiding previously used material (although Causley's "My friend

The book eschews introduction and suggestions for use. Its aim seems to be the achieving of blanket appeal. In quantity terms the collection is, perhaps, reasonable value, but its attractions are more those of one man's roughly-organized scrap-book than of a serious educational tool.

*Moments of Truth* is a collection of modern short stories, many of them American, which are mostly built on the Joycean idea of the "epiphany", or moment of truth,

The editors of *ET* could have earned a little more, if they were implying or assuming teachers are brainless. Suggestions, for discussion, follow-up, original

**ADRIAN HOPE** on the Northern International High  
Fidelity Festival held recently at Harrogate

In this general context, it is interesting to note that although relatively small firm, Armstr

Perhaps the cheapest loudspeaker at Harrogate worthy of serious consideration is, however, made in Hungary. The Videotone Mini-

switching between several sources (such as a cassette tape recorder and a reel-to-reel tape recorder) and an amplifier allows a signal to be switched in on

proposed over the years, but the EMI mat, using active carbon fibre to neutralize the static charge on record, appears to work better than its predecessors.

**A Place to Play** shows the Brick Street Boys as the Bash Street Kids; they have a week's holiday, and we

Eventually it is time to go back to school, and everybody is relieved, including me. This seems to be a book with a message: kids are bound to get up to mischief if they have nowhere to play. I can't help thinking that if kids wreck a supermarket something more profound is being demanded of us.


are carefully  
a wealth of detail  
of the basic require-  
ture book, which is  
tures, which is the  
story. There is an  
in each of these ph-  
child could explore  
They harmonize well  
and add their own br-

Scientific apparatus  
Demonstrations will take place  
11 am to 12 am (except 2nd  
September 1) and from 2pm  
to 5pm in the demonstration room  
on the first floor opposite the main  
entrance to the Science Museum, South  
Kensington, London SW7 2DD.

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## 33 Resources

One immediate advantage of producing such materials is that they can be used in a variety of situations and also that the examples chosen are all easily accessible even in the most built up areas of our "city jungles". Most of the development units include a series of

Evidence suggests that the pupils were able to understand the materials, use them effectively and remain more involved for longer periods of time. The work produced has been both interesting and varied; at least one school reported receiving both interest and work where hitherto both had been missing. As always some are sceptical but the group remains undeterred. The next stage in the development



will be to hold a further course this Autumn. In the light of the current year's work it is hoped to modify and develop some of the existing projects, produce new packs, try them out and attempt to make all of them available to a much wider audience of biology teachers.

It is hoped to come out near future enquiries in London School.

*The views of the author*

**It is hoped that the packs will come commercially available in the near future. In the meantime, enquiries should be made to the London Science Centre.**

*The views expressed are those of the author and not necessarily of the ILEA.*

by Nicci Crowther

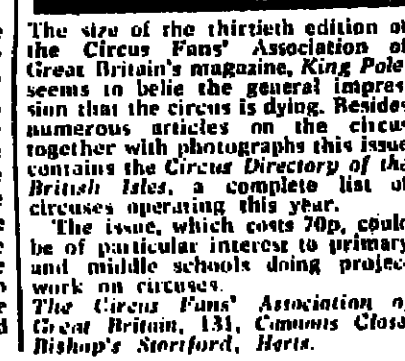
The Russian and Chinese sections are the most evenly balanced in their descriptions of women's roles and their assessment of the effects of childbearing and housework on women's ability to achieve any genuine equality. The section on Russia illustrates the value of compensation: the right to abortion, nursing care and maternity leave as well as equal property rights have been enshrined in Soviet law since 1917, while Russian women still have to do the housework without help from men or machines.

by Barbara Righy

Having seen these new materials from Longman I am pleased to say that the baby is progressing well. Particularly pleasing is the fact that the proud parents have listened to the advice of well-meaning friends (i.e. teachers). As a result, now six

and wh, though it is possible to make up consonant clusters by using single cards. The middle leaf contains vowel symbols. Simple vowels still appear, but combinations such as ai, ee and oi are now added. (W and r are in this section so that such combinations as aw and er can be made.) The third leaf is for simple and complex final consonants.

To help children pick out the sound patterns in the words they build up with the Inset cards, the vowel insets are printed on a grey, rather than white, background. Consequently, the child reads first the initial consonants on the white cards, then the vowel sound on the grey cards and finishes with the final consonants on more white cards. This is particularly valuable for children who find it hard to distinguish patterns and for those who are tackling many syllables in words.



## by Frank Anstis

Although it may be thought desirable to increase the technological content of school science courses, it will not be possible to do so until there is a plentiful supply of reference material and teaching aids to encourage teachers with an essentially theoretical training in science to adopt a more applied approach.

The National Centre for Schools Technology are one organization who publish practical and up-to-date guidance in monographs and at a level ideally suited to schools. This volume on photolacidity is an excellent example of the kind of help teachers need and which can then be applied to them, once some thought has been given to their difficulties.

The 1976 programme for the Churchtown Farm Field Studies Centre in Cornwall is now ready. The Centre provides field study and linked education and adventure holiday courses for all types of handicapped children and adults.

Accommodation at the farm is a mixture of purpose-built residential blocks and converted traditional stone barns. There is a well-equipped laboratory, a classroom with audio-visual aids, a library and a photographic dark room. There is also an indoor heated swimming pool. All the buildings are linked by ramps and a covered passageway.

Courses are provided in natural science, rural studies, adventure pursuits and leisure. The farm is close to the coast, to a river and to moorland. It has its own nature reserve and nature trail. There is an extensive farm with animals, greenhouses and a kitchen garden. Parties attempt tasks with their own teachers or staff. The charge for a one week course, including all residential and tuition fees, is £20 for children under 18, £30 for adults.

The course programme for 1976 can be obtained from the Warden, Hurchurch Farm Field Studies Centre, Llanfory, Bodmin, Cornwall.

Y14 regional management centres. Sheffield Polytechnic have produced another newsletter from their Learning Resources Unit. The centre aims to promote the production, exchange and use of learning resources in the Yorkshire and Humberside region. Among the resources listed are some simulations, case studies and tape/slide sets.

A catalogue with full details of the resources may be obtained from: The Learning Resources Unit, Regional Management Centre, Sheffield Polytechnic, 13 Grove Road, Tinsley Rise, Sheffield S17 4DJ.

The first in a new series of domestic equipment guides has been published by the Design Council. *Design Centre Guide to Play Equipment for Young Children* (price 50p) is for parents and the organizers of pre-school playgroups who have difficulty in finding play equipment suitable for underfives which combines

The guide describes the Design Council's criteria for selecting toys and play equipment, and explains which toys are suitable and safe for children of different ages and abilities. There is a discussion of the equipment needed by a playgroup, and points to look for when purchasing, as well as a section on toys and play for handicapped children.

The final section of the guide lists nearly 100 products from over 30 manufacturers.

The guide has been produced in collaboration with the Pre-School Playgroups Association. It is illustrated throughout with photographs and line drawings. The second guide in the series will be around controlling heat in the home, and is due to be published next month.

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# Photoelasticity

by Frank Anstis

**Photoelasticity for Schools and Colleges.** By D. G. Wilson and G. L. Stockdale. National Centre for Schools Technology, Trent Polytechnic, Nottingham NG1 4BU. £1.25.

Although it may be thought desirable to increase the technological content of school science courses, it will not be possible to do so until there is a plentiful supply of reference material and teaching aids to encourage teachers with an essentially theoretical training in science to adopt a more applied approach.

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Polarization is a common topic in A level physics courses, but such courses seldom call for more than a brief mention of the possible uses of a beam of polarized light. This monograph usefully extends students' understanding of the importance of polarization phenomena and describes a number of qualitative and quantitative experiments giving real insight into the technology of photoelastic stress analysis. From these school-based experiments it should be easy to develop an appreciation of many important applications in industrial research.

This useful monograph deserves the widest possible circulation in school science departments where it will clearly show how existing courses can be usefully developed.

**Extending a Day Library** is the subject of a weekend course organized by the Day Library Association for October 24 to 26. The subjects covered will include new developments and designs and how to deal with common headaches. Group arrangements for regional visits will play a large part in the course, which will take place at St David's College, Walsford, Leicestershire.

# Field studies in Cornwall

The 1976 programme for the Churchtown Farm Field Studies Centre in Cornwall is now ready. The Centre provides field study and linked education and adventure holiday courses for all types of handicapped children and adults.

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# Sheffield newsletter

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A catalogue with full details of the resources made is obtained from: The Learning Resources Unit, Regional Management Centre, Sheffield Polytechnic, 13 Grove Road, Abbey Rise, Sheffield S17 4DJ.

**Above:** the Universal machine tool. Below: a product from Griffin and the Griffin simple machine demonstration model.



**Anting** recent new product Griffin and George's purpose machine tool—Universal. This, they claim, forms one of the standard machining operations in a machine shop.

Other products of interest and technical teachers are 400 Swabach, which is fully guarded, and a 100 Swabach, which is a simple machine tool.

Expanding their retail shop equipment, Griffin and George also announce the sale of a new portable, 100 Swabach, which is a simple machine tool. This machine will be of interest to teachers using the Sheffield science syllabus. The machine is a simple machine tool, and is used for cutting and turning operations and for the production of simple machine tools.

enslaved in Soviet Russia while Russian women still have to do the housework without help from men or machines.

The two women contributors are narrow in their approach, but interestingly opinionated.

The tape could stimulate much discussion, but there is a lack of space, and all the contributors are slightly glib. Some issues are not raised at all, such as the influence of class differences. Professor Avah's description of the position of the Mrs. Gandhi and Mrs. Indira Gandhi rings particularly hollow as the majority of their countrywomen are still waiting for emancipation from hunger let alone the vote.

The same applies to a more limited extent to the contribution on Britain. Most girls will not get the chance of higher education, let alone a professional qualification. Hopefully this imbalance will be rectified in discussion but the series would be of greater use if its predominantly middle class contributions could be corrected by a more balanced overall view.

### Guide to play equipment

The first in a new series of domestic equipment guides has been published by the Design Council. *Design Centre Guide to Play Equipment for Young Children* (price 50p) is for parents and the organizers of preschool playgroups who have difficulty in finding play equipment suitable for under-fives which combines both safety and play value.

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**The Design Centre Bookshop, 28 Haymarket, London SW1Y 4SU.**

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Tutorial

Physical Education

Science

Technical Studies

Other than by Subjects

## Appointments wanted

## Other classifications

Educational Courses

Awards and Scholarships

Contracts and Tenders

Personal Announcements

Exhibitions

For Sale and Wanted

Holidays and Accommodation

Properties for Sale and Wanted

Other than by Subjects

Headships

Headships Senior

Masters/Mistresses

Scale 2 Posts

Remedial Posts

English

Modern Languages











## DORSET

The Woodroffe School,  
Lyme Regis

Applications are invited for appointment as

## HEAD

## Group 10

of this mixed comprehensive school with 180 boarders, from April, 1976. Generous assistance with removal and incidental expenses.

Full particulars and form (s.a.e.) from County Education Officer, County Hall, Dorchester, DT1 1XJ.

Gloucestershire  
Chipping Campden  
School  
(5 F.E. Mixed Comprehensive)

## HEAD

required for beginning of Autumn Term, 1976. For this well established rural, comprehensive school serving the North Cotswold area. The buildings are mainly post 1955. Burnham Group 10. Pupil age range 11-18 years. 888 pupils on roll.

Application forms and particulars from Chief Education Officer, Shire Hall, Gloucester, returnable by 6th October, 1975. Enclose S.A.E.

ST HELENS BOROUGH COUNCIL  
EDUCATION COMMITTEE

## HEAD TEACHER

HAYDOCK COUNTY SECONDARY SCHOOL  
CLIPSLEY LANE, HAYDOCK

## SALARY: GROUP 9

From 1st January, 1976. Applications are invited for the Headship of this Group 9 School. The School is at present being enlarged to cater for a 6 form entry and in preparation for reorganisation of the School on a comprehensive basis for pupils of 11-16 years in September, 1977.

Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed forms should be returned by the 6th October, 1975.

W. H. CUBITT, Director of Education, Education Department, Century House, St. Helens WA10 1RN.

Northumberland  
County CouncilCRAMLINGTON  
HIGH SCHOOL

## HEADSHIP

## Group II

Applications are invited for the post of Headmaster/mistress of this mixed comprehensive school for pupils aged 13-18 years.

Application forms, returnable by 26th September, and further details may be obtained from the Director of Education, Eldon House, Newcastle.

MIDDLE  
Scale 1 Posts  
continuedHEREFORD AND  
WORCESTER

## COUNTY COUNCIL

## LYEHAM, BLACKMINSTER

## MIDDLE SCHOOL

## Station Road, South Littleton,

## Worce, WR11 0TG.

Required for January, 1976. GEN-  
eralist, with 10 years' experience in  
teaching, and 5 years' experience in  
management. Salary Scale 2 available  
with 15 years' experience in the current  
school year, including some C.S.E.  
work.Application forms available from  
and returnable to the Headmaster  
on receipt of a stamped addressed  
envelope (S.A.E.).HEREFORD AND  
WORCESTER

## COUNTY COUNCIL

## BROMSGROVE, CATSHILL

## MIDDLE SCHOOL

## Station Road, Catshill, Bromsgrove

## Worce, B61 1JH.

Required for January, 1976. GEN-  
eralist, with 10 years' experience in  
teaching, and 5 years' experience in  
management. Salary Scale 2 available  
with 15 years' experience in the current  
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and returnable to the Headmaster  
on receipt of a stamped addressed  
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## BROMSGROVE, PARKSIDE

## MIDDLE SCHOOL

## Station Road, Bromsgrove

## Worce, B61 1JH.

Required for January, 1976. GEN-  
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## WEXLEY

## (London Borough of)

## PICARDY SCHOOL (Mixed)

## Station Road, Wexley, Essex

## Roll 1,086, Group 11

## HEAD (Teaching) required January, 1976, or earlier if at all possible.

Following the retirement of the  
present Headmaster, a suitable person  
to lead this able-bodied mixed school  
will be sought. The successful candi-  
diate will be responsible for the educa-  
tional and administrative aspects of  
the school. The school is situated in  
the Essex College of Technology.Application forms and further de-  
tails available from the Chief Education  
Officer, 11, 12, Town Hall, Crayford,  
Essex, to whom they should be  
returned by Tuesday, 16th September.CANDIDATES should send their  
application forms and further de-  
tails to the Chief Education Officer,  
11, 12, Town Hall, Crayford, Essex,  
to whom they should be returned by  
Tuesday, 16th September, 1975.

## CALDERDALE

## (North Yorkshire Borough of)

## EDUCATION DEPARTMENT

## NURSERY LANE, OVEDON, HALIFAX

## Secondary School

## Roll 1,200 pupils

HEADSHIP of this Group 11 Mixed  
Secondary School from January 1976.  
The successful candidate will be re-  
sponsible for the educational and ad-  
ministrative aspects of the school. The  
school is situated in the Calderdale  
Borough.Application forms and further de-  
tails are available on receipt of a  
stamped addressed envelope (S.A.E.)  
from the Chief Education Officer,  
Nursery Lane, Ovedon, Halifax, West  
Yorkshire, to whom they should be  
returned by Tuesday, 16th September, 1975.

## CHESHIRE

## EDUCATION COMMITTEE

Under the Authority's plan for  
the Secondary SchoolsThe following schools are to be  
merged to form a mixed 11  
school. The successful candidate will  
be responsible for the educational and  
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The school is situated in the Cheshire  
Borough.Application forms and further de-  
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Borough.Deputy Headships  
Senior Masters/  
Mistresses

## BARNET

## (London Borough of)

## CHARTWELL PARK

## COMPREHENSIVE SCHOOL

## Station Road, Barnet, Herts

## Roll 1,200, Group 11

HEADSHIP (Teaching) required Janu-  
ary, 1976, or earlier if at all possible.Following the retirement of the  
present Headmaster, a suitable person  
to lead this able-bodied mixed school  
will be sought. The successful candi-  
diate will be responsible for the educa-  
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## EXAMINATIONS: CHOICE OR CONFUSION?

Alice Wakefield deputy head, Brune Park School, Gosport, propounds the paradox that though there is now a wide range of assessment techniques, in practice choice is limited, and perhaps only a national system would offer the individual teacher maximum choice

We have moved a long way from the day when, as a child of 12, I wrote in my English exercise book the sentence: "English Language is compulsory, while Literature is optional." It was part of an exercise on antonyms, and I got a tick for it. Could there be any clearer illustration of the backwash effect of examinations into the curriculum, so cogently explored by the English Report of the Secondary Schools Examining Council in 1964?

It is hardly surprising that there was a measure of crusading zeal behind the euphoria with which, in the decade following this report, English teachers abandoned class analysis and sent their charges out to the local markets clutching cassette tape-recorders. The time has surely now come for a close critical look at the gains and losses of those years of change, and an opportunity has been provided by the work of the GCE and CSE boards in connection with the Schools Council's proposals for a common system of examining at 16-plus. Five consortia prepared experimental examinations in English, most of which became operational for the first time in the summer of 1974. The striking feature of these examinations is their diversity.

Even allowing that a range of approach was deliberately encouraged in order to make the subsequent evaluation worthwhile, the differences are astonishing. In comparison with the monolithic examination structure which has hitherto been the teaching of English for 40 years, this diversity is to be welcomed. In other respects it is disquieting, indicating as it does a fundamental lack of agreement about the theoretical base. How is it that in one

consortium's examination the spoken English element accounts for 25 per cent of the total marks, whereas another specifically excludes it?

One argument may be that we cannot test all that we teach, and this has been a constant dilemma in a subject involving a range of activities as diverse as English, some a great deal more obviously assessable than others. The problem is illustrated by the London/East Midlands Consortium's laudable attempt to take account in their listening comprehension test of Dr Andrew Wilkinson's recent research into the development of listening skills—an attempt all the more refreshing when one contemplates the jaded and discredited language models which lurk behind so many of the papers produced for the English feasibility studies as a whole. In this case, however, the trial tests modelled on the research proved highly unsatisfactory for normal examination purposes, since they gave little discrimination between standards achieved by candidates.

The reverse is true of multiple-choice comprehension testing, which seems to be an admirable discriminator, if that is what you want, but which is felt by some English teachers to test not understanding in a full sense, but mere speed and mental gymnastics.

It may indeed be true that multiple-choice testing cannot take account of all the differences in the way different individuals may approach "comprehension", or of the range of responses demanded by different passages. On the other hand, there is considerable evidence that a multiple-choice approach can do far more than test mere vocabulary levels, and can direct the candidate's attention to areas of detail

and inter-relationship which he might otherwise have missed.

It would be disturbing if multiple-choice, because of its reliability and validity as an examining method, were to become the only method of testing comprehension available to teachers in public examinations, but as one among several methods it may be a useful instrument for both learning and testing. The most important issues, not only about multiple-choice testing but about all English examinations, are those which deal with the learning process, and these issues must always take precedence over the question of examinability as such.

Conceptually, the relationship of language and literature is still the most difficult problem in examining English. In spite of the declarations of most CSE boards that "English is one subject", a study of past papers reveals an extraordinary artificiality in attempts to express this in practice, at least in externally set examinations. The story is different when internally assessed course-work is considered, for here the dynamic interaction of different language activities can indicate the student's growth in a way which no static "set piece" examination can ever do.

This would seem to be one of the most promising areas of development in the assessment of English, and there is now a substantial body of expertise available up and down the country. The Joint Matriculation Board/Warwickshire and Lindsey Consortium conducted their feasibility study entirely on internally assessed course-work, and most of the other consortia included elements of this approach. Surely the most significant

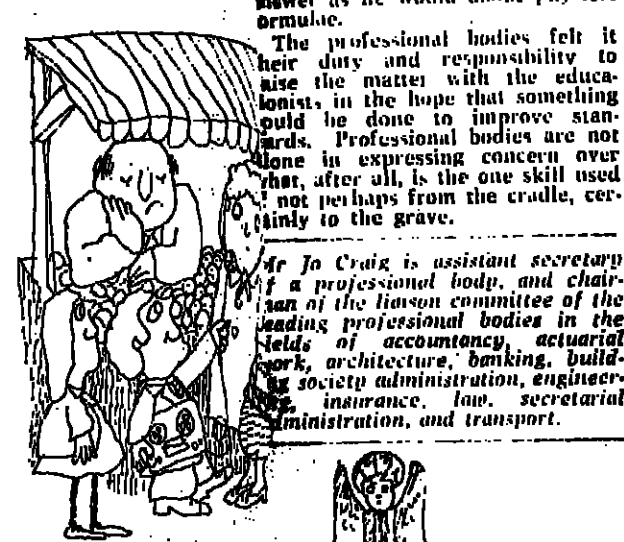
change during the past decade is that we now have a wide range of assessment techniques available for English. Teachers should, therefore, be able to make an informed choice in line with their needs. In practice their choice is limited, one reason being that information is difficult to obtain.

Groups of teachers from the National Association for the Teaching of English who have carried out investigations into examining have found that at the 16-plus level alone one is faced with the writing of 25 letters—and the information may become outdated almost as soon as it is received. There exists, therefore, a need for the establishment of a central library of information about English examinations, so that the debate about the issues arising can be more easily conducted at a fundamental level in public.

NATE itself has made a modest attempt to promote such discussion in its two day-conferences where members were able to meet delegates from a wide range of examining boards. The setting up of an extensive information bank is, however, beyond NATE's present resources.

It may even, paradoxically, become clear in the end that only a national system of examining in English can really offer the maximum choice and control to the individual teacher. The expertise of the existing boards would still be important in the contribution of ideas, samples and research to the central pool and in facilitating moderation procedures and the provision of in-service training both locally and nationally.

The period of change and development is by no means over. Maybe it is still in its infancy if one con-



Teachers abandoned analysis and sent their charges to the local markets clutching cassette tape-recorders.

siders the implications of examining current usage across the curriculum to become again?

In the 18-plus field day is likely to become even more complex. The forces at work in examinations are by no means entirely by education considerations. If teachers are to be safeguarded, it is not enough to put in more choices in a public exam, continuing research into learning and learning of English

## BEYOND THE FIFTH

Questions and implications facing the Schools Council 16-19 project, discussed by John Dixon, director. He invites help in compiling a record of readers' hopes, plans, frustrations and achievements in this field, as a guide to others

There is a story that curriculum development was invented during the 1950s by three strange giants. They burst into the quiet land, enlisted groups and began to deliver, and the quiet land was forever changed. The fields took on curious shapes. Many men were afraid. Some fantasied about the groups and there was local worship of these, Nuffield and Scruton, but the rest turned their backs and worked as their fathers had.

I enjoy the story, but this is not what seemed to happen in my part of the country—in English. Teaching English seems to have changed irreversibly because of a movement that was partly a crusade, partly a quest, and partly a reconstruction. It took by some titles: English for the Rejected, The Disappearing Dais, Encounters, Insight, Sense & Sensitivity, Language & Learning.

The work these titles speak of was undertaken by an alliance of teachers in many departments and a rather small group in initial training. If they had anything in common, I think it was the determination to make sense in one area of the curriculum—but a key one of the post-war promise of a "secondary education for all".

Maybe profound development in curriculum and learning have to await the sense of a cause. In English the need and impetus for a further effort of reconstruction seems to be rising again, this time in education beyond 16-voluntary education. And in order to support and encourage the teachers involved, project teams have been formed, with funds from the Schools Council. Let us look first at the need. Very crudely it exists because within a generation, instead of a tenth of the age group, half of them are wanting full-time education beyond the fifth. As more and more faces face this expanding demand, there is a challenge to extend the definition of "education for all" to 16-19 and

beyond. There have also been subtle shifts, particularly in the ambitions, interests and hopes of voluntary students. The "scholarship boy" of the thirties, and for that matter the archaic figure, and the courses designed for him do not meet the new needs.

Perhaps the institutions don't either? Already local authorities are experimenting with new forms of organization. "The sixth" had once a kind of monolithic ring about it (obtained admittedly by forgetting the seventh and eighth); now, growing alongside it, there are community colleges, expanding and reorganizing FE colleges, the open access sixth-form college, and several intermediary forms.

I assume the underlying question is whether to relate the 16 to 19 group with 11 to 16-year-olds, or with part-time students of their own age; to see them as part of adult voluntary education, or as a separate stage simply preparing for higher education and specialist jobs. Each choice carries its own implications for curriculum and its development.

Not surprisingly, then, many teachers of English are already designing new courses—and devising, rejecting the interim "solution" in which a majority of students were offered a repeat of O level or a watered-down A level course. There is a determination to build on the enriched tradition of the sixties, and recently CEE has given a new impetus to experimental work in the first year beyond the fifth, by enabling much of it to be publicly recognized.

Even in the second year, more is going on at A level than sceptics might imagine. Course work forms part of half a dozen alternative syllabuses. "Creative writing" has been recognized by the IAB. There are now courses in drama and com-

munications studies leading to A level. There are small scale experiments still, there are many departments who urgently want more scope for English in the second year beyond the fifth, and who feel it is time that valuable parts of the students' work were recognized externally, instead of being treated as marginal or disregarded.

Two of the main functions of the project team will be to document a range of this work and to encourage it by study and further experiment. We expect further education departments to make a particularly valuable contribution because of their relatively unconditioned experience in liberal or general studies courses, based on an English core.

We expect a period of searching, questioning, argument and exchange. There are many questions about modes of study. Can 16 to 19-year-olds be given more responsibility in planning their work? What forms of "project" can individuals or groups be encouraged to undertake? What activities will help mixed ability groups to learn to work most effectively? What major productions—written, oral, and perhaps audio-visual—are students of "mixed ability" capable of, when they feel they have something important to say, and a real audience to address?

These questions merge into others about the coherence of English. Are we entering an era of separate courses—in literature, in communications, or drama, or language in use, etc.—or can these studies be fruitfully related? Where is it valuable to move off into specialist interests? Is there a place for a central core, and how can it be flexibly defined?

Finally, perhaps, how are new achievements in course work to be

externally recognized, and, where necessary, assessed? It so much is going on, why should a "project" be necessary? First, because a teacher needs easy access to what is going on in other departments and other institutions. It is to have a real sense of choice. The project team are hoping to discuss a variety of current experiments with the teachers and students involved, and with their help to document the work as concretely as possible.

Second, because the preparation for new modes of study, courses and forms of assessment is a burdensome and responsible task, and a network of local groups will be able to select specific aspects, exchange ideas through the project newsletters, and call on the team for assistance.

Third, because in order to make the most of their experimental work, teachers need an opportunity to refresh themselves through workshop activities, and to study the work in progress as carefully and objectively as they can. The project team hope to support and join in longer workshops and seminars for this purpose.

Finally, many things may combine to prevent a teacher or department from undertaking large scale experiment in a given year, but we hope through the project to compile a record of the hopes, intentions, plans, frustrations and achievements of some representative departments, as a guide and stimulus to others. If you are involved in this work, or wish to be, it may be that a group will be forming in your area during the autumn term. Please contact us if you would like help in forming a group. If there is no chance of a local group but you would like to keep in touch, you could write for our newsletter, which will be available on subscription: English 16-19, Bretton Hall College, Wakefield.

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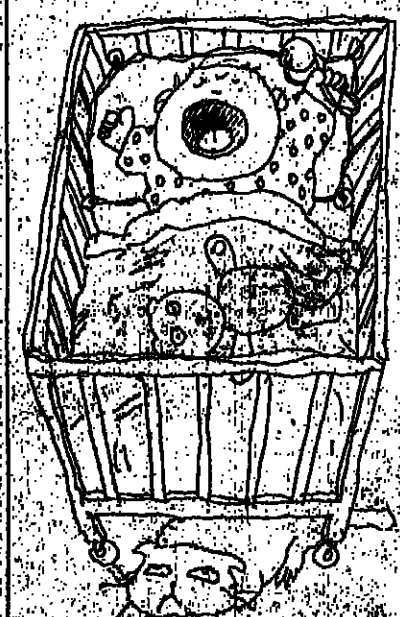
## WHAT THE PROFESSIONS NEED

A matter of communication. By J. R. Craig

Do but take care to express yourself in a plain, easy manner, in well-chosen, significant, and decent terms, and to give a harmonious and pleasing turn to your Periods, study to explain your thoughts, and set them in the truest light, labouring as much as possible not to leave them dark nor intricate, but clear and intelligible.

Cervantes, preface to Don Quixote. Today, society is more complex, more technical, and, in many areas, more specialized than it was only 10 years ago. Against this background the interests of the consumer, be he customer or client, needs and has greater protection than formerly. The customer nowadays is more sophisticated than his predecessor, but it is more difficult for the lawyer to keep abreast of developments in technology.

In the consumer durable area the customer can call upon the services of such organizations as the Design Centre or the Consumers' Association and its publication *Which?* The professions have a more difficult



job in putting across to their clients the value of their services.

It is essential, therefore, that recruits to the professions who are the potential advisers of the future, should have the basic skill to communicate ideas and thoughts clearly and concisely through both the spoken and written word. The client expects the professional to be able to identify his needs and to offer solutions in terms which are easily understood. Hence the professional needs to be able to translate the technical jargon of his business into language which is easy to comprehend and which is free from ambiguity.

Communication skills have to be learnt in very much the same way as other disciplines but in recent years the experience of professional bodies has tended to show that communication skills are no longer being taught adequately in the schools. Examinations of the various professional bodies complain that students coming forward for their professional examinations are frequently unable to express themselves in clear and concise English.

Formerly many professional bodies conducted their own examinations in English, but the increasing complexity and specialization in most walks of life has added to the amount of learning which a trainee studying for a professional examination has to undertake. Professional bodies complain that they could no longer justify the time, expense and effort in teaching and examining in English. They rightly decided that their efforts should be concentrated on the basic principles and the practical relevant to their own particular disciplines; and that the teaching of the basic skills of communication was the responsibility of the schools.

Schools, too, have a right to expect school-leavers, especially those with A levels, to be able to communicate clearly in speech and writing. It is appreciated that there are constraints on the teaching profession to expand the school curriculum and to provide more extra-curricular activities. However, any such expansion should not be at the expense of the teaching of

English, because communication skills are essential tools for the professional, whether he be in industry, commerce or the public services.

Most professional bodies recent years raised their standards from four of five to three or four O levels. In this their examiners complain about the poor standard of English in examinations. There is particular criticism of the use of words which are misused, of sentence construction which is faulty, and of comprehension which is poor. The answer is difficult. There is a serious deficiency for a person to pursue a professional career without a good command of English, and this is a deficiency which requires a professional body to require in terms of the use of English, and not in terms of the school system, to produce a standard of English which is sufficient to enable a person to communicate fluently and in writing, to use words correctly and to use words correctly and to use words correctly.

What then do professional bodies require in terms of the use of English, and how can the school system produce a standard of English which is sufficient to enable a person to communicate fluently and in writing, to use words correctly and to use words correctly?

These are the fundamental questions for people who have to communicate. They are the questions which the school system must answer. They are the questions which the school system must answer. They are the questions which the school system must answer.

At a recent conference of representatives of the GCE and the Schools Council, the professional bodies had the opportunity of expressing their views on the use of English in schools. The representatives of the professional bodies did not believe that the school system could be expected to produce a standard of English which is sufficient to enable a person to communicate fluently and in writing, to use words correctly and to use words correctly.

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## THE YOUNG TEACHER IN THE INNER URBAN COMPLEX

By Roy Blatchford

The transformation of the inner-city classroom during the past decade needs no highlighting: the frightening increase in juvenile crime, the high staff turnover, the undoubted decline in examination levels and basic literacy (although the Barlow, insistence that reading standards have not deteriorated seems to reflect an attempt to bolster up what may appear to many as a fast-collapsing system), the multiplicity of ethnic background, social privilege and primary attainment—all the diverse problems of our society exacerbated in the secondary school.

It is perhaps truer today than at any other period in the history of education that an educationist must formulate his philosophy on the society he sees around him. After all—and not wishing to sound platitudinous—scholastic education is a very vital part of life, but not a substitute for life.

The tanned immediacy of the television generation is now upon us in every pupil who is programmed mentally to accept only that which is spontaneously attracting and amusing. The teacher must compete every day with the living-room box, for television is not merely to be switched off and sound while children talk among themselves. Indeed, the rapid repetition effect of television, releasing fragments of information that neither demand nor expect further exploration has come to undermine the classroom study.

When the teacher presents starting points or ideas for projects there is no understood follow-up conditioned in the child. There is also a lack of support from parents who avidly wish their children to acquire knowledge in the lower school, but who rapidly become disillusioned by teacher, school and child, and promptly assume that the acquisition of skill needs no effort.

Criticism of our child-centred curriculum remains in many quarters, but what of the individual teacher's thinking? In these free-thinking days? Through personality, eccentricity and intellect the good teacher exerts an authority over his classroom, but his power is now minimal.

The discrepancy between power and authority, as teachers understand these terms, is so great that most teachers live in a state of constant crisis and chronic apprehension. Men and women to other exercise so much authority with an little power would find the job intolerable. Frank Musgrove's forthright comments on this polemic more and more one finds that the necessary lever over the child is missing and that the good old-fashioned carrot is not seen to be there.

To highlight the general problem is not to ignore the specific problems facing the teacher of English. It is common practice (but to a great extent invidious) to attribute the secondary school's first year problems to the feeder primary schools. Poor instruction may be a cause, but so could be the lack of adequate reading workshops or provision for the growing numbers of "problem" pupils. Nearer the truth may be the fact that lower schools have, in keeping with local authority planning, developed science or music courses while the central core of English teaching has been eroded from the timetable.

Following on, not every teacher feels the same responsibility towards language per se (remember the old maxim "Every teacher is a teacher of English"), and in fact not everyone has the facility and fluency able to stimulate children, who are, after all, little else but imitators.

Moreover, it is an indisputable truth that up and down the country, and more especially in inner-city areas, there are relatively few truly comprehensive schools. It is an ideal that does not appear to practice where it is normal to have an imbalance intake on social and academic criteria. Indeed, teachers of 11 year olds coming to start a French course sometimes find that the pupils cannot even tell the time in English. Here one must begin to question the nature and ethos of a secondary curriculum during the period of transition from the junior to the senior school.

Problems do not disappear when a child enters a new school: "The verbal reasoning scores of pupils about to transfer from primary to secondary schools in the ILCA fell during the 1960s and have now settled at a level well below the national average of 100." (An Education Service for the Whole Community—ILCA.) Such deprivation must surely be met with integrated studies beyond the primary stages, and a long period of intense work on the mechanics of literacy and numeracy.

Once these are established the door is wide open, for with the comprehensive's wide range of departments and facilities plus the opportunities which the bigger schools have for media resources (such as film societies, expert assistance with magazine typography, video machines, etc.), there is no lack of stimuli for young pupils.

For these attractive educational

aids need careful direction. Teachers require the support and the resources of the school staff, and above that of the pivotal figure, their own department. From this one can see the advice on which classroom readers work with certain types of children, how best to approach difficult individuals, and what language books provoke the most generous responses. To these the teacher must add his own presence and fancy in order to determine a classroom atmosphere and way of working.

In debating the young person's assimilation of language the 70 columns have provoked verbal battles on the place of classical grammar teaching in contemporary education, an aspect of English that is not only a mechanical accuracy but also a mechanical accuracy have been at the hands of "free expression."

To be taught that nouns, verbs, conjunctions serve in a variety of roles is not to be equipped with a fundamental art which may be used in any context for the purpose of life. Similarly, the learning of poems, the study of which many frown upon, is that a degree therein of the pupil's excellence for its own sake?

How many people would learn short stories that they can hand down to their children? Is the justification of education to be to learn something for its own sake?

As to the place of literature in the first two years of the secondary school, it has been the limit of publishing houses to show that only a certain range of

Continued on page 57

Continued from previous page

ence is suitable for a given age group. Dudley Head's New Adults series is, however, a healthy step in the right direction. And inevitably the young teacher does lean heavily on recommended texts.

Thus in the general broadening of the child's literary landscape the place of the school librarian is crucial, with, if possible, the use of the library timetable into the week so that the child becomes aware of the importance of reading not only as a means to the discovery of factual documentation, but also as a gateway to appreciation of the written word.

As with the parts of speech, a critical vocabulary is best learnt at once. It was the great lesson to be learned from Chaucer's *Shipman's Tale* that the value of such an anthology lies not in its showpiece qualities (indeed, there was much commonplace repetition) but in forcing children themselves to ponder on the written page. Hence the innumerable reciprocal stimulus for pupils in producing magazines, even if they are very amateur. Charles Dickens was spurred to press on with his *Hunchback of Notre Dame* in the written page. Hence the innumerable reciprocal stimulus for pupils in producing magazines, even if they are very amateur.

Many schools are still under the now sacred wand of the educational opportunity of the sixties, some of whom moved on to greener pastures leaving colleagues to think and work through the legacy of mixed ability classes initiated then, and upon which reputations were so hastily established. In the third and fourth years such a system becomes increasingly dogged with anxiety. This emotionally unstable period for the majority of children coincides with disillusion that all that has been sold to them since early primary days is coming shudderingly true.

At the same time it is no simple task to remind a 14-year-old that even if he can read a newspaper and discriminate on one level, there may be another facet of understanding that he has not grasped. These nervous years are thus ones of stabilization and reinforcing in preparation for the exigencies of a syllabus



—a mental programming to accept only that which is spontaneously distracting and amusing has come to undermine classroom study.

the newly-trained teacher has floundered his way through the bewildering world of the theorists, it is worth hailing on to one vital lesson. The teaching profession's strength lies in the individuality of its members, and unlike the essential oneness of the legal or medical code of practice, it can only thrive on an amalgam of very particular approaches and personal relationships developed to a high degree.

As society exists today, it is an increasingly harder to discern a common ground without constant reference to the interwoven teamwork of year leaders, heads of departments, social workers, and educational welfare officers. The measure of a teacher's true professional capabilities is to marry his own subject's requirements with those of other subjects, and with the obligation of the child's outside world, so that the pupil does not feel he is inhabiting that Peter Pan never-never land, which may self-respecting English tutor will surely have made his listeners aware of—if only on a fictional note.

## ENGLISH FOR IMMIGRANTS

—but they need to retain their own language, too, writes

Jocelyn Borrow

Children whose mother-tongue is not English, ie the non-English speakers, and those children from the West Indies who speak a variant of English, have special language and learning needs.

Although 40 per cent of minority ethnic group children are born in this country, they will also have this special language need. This basic language learning problem is one of communication. It is the pupils who mask the other needs which the children may have, emotional, psychological and social. It is little wonder, therefore, that a great deal of attention has been paid to the language needs of minority ethnic group children in the last decade, but a great deal still remains to be done.

There is, in this country, a wealth of methodology of teaching English as a foreign language and this provides for the non-English speaking children from Cyprus and the Asian continent. So far, very little attention has been paid to the special language needs of children who speak a variant of English, ie children from the West Indies.

Spoken language plays a central role in learning: through language children transform their active questioning responses to the environment into a more precise form and learn to manipulate it more economically and effectively. The development of language is, therefore, central to the educational process. Children who are brought up in a home and social background where the forms of speech are restricted or different, are at a considerable disadvantage at school and therefore need to have considerable opportunities for developing their language skills.

Most language teachers assume that language learning is habit-forming and when dealing with minority ethnic group children, do not always organize the language within the learning experience, for example, an infant teacher, when working with a group of Indian children, may not realize that by providing many choices, the child may be

continually enriched. A teacher in this situation needs to understand how language learning takes place and how to help the child formulate and express the ideas he wishes to communicate.

Another common deficiency in language teaching for minority ethnic group children is the lack of understanding on the teacher's part that the signals and cues which he may pick up from a mother-tongue speaking child, do not necessarily apply to either the non-English speaking or Caribbean child, in the same way. It is important for teachers to recognize that all children need persuasion to see why their language should be changed. This is even more true of minority ethnic group children as the relationship between how well or ill a child performs depends upon the positive or negative way in which the teacher regards his language and native culture. This fact has been well documented by a series of reports, the latest of which is Bullock.

No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though the school and home represent two totally different cultures which have to be kept firmly apart.

Children, whether non-English speakers or Creole speakers (VI), need linguistic help right across the curriculum in a learning context where the work of specialist language teachers merges with that of other subject specialists in the primary and secondary schools. Language specialists should function both as teachers and as consultants, sitting in and monitoring the linguistic demands made by minority ethnic group learners, at different areas of the curriculum. This specialist language teacher can then deal, in a meaningful way, with the special needs of these children rather than teach English in isolation.

years, and which receive little attention from the language specialists. The first is to realize that many minority ethnic group children feel the need to be understood by their teachers and peers, give the impression of language fluency which is only a veneer—they pick up key words and phrases and use them in an unstable way. The impression of fluent language is mistaken for language competence and the teacher does not recognize that this is not the language needed for education. This continuing oversight on the teacher's part leads to serious consequences for the children, especially West Indian children, because of language deficiency and lack of appropriate language teaching, not to mention the child's dependence upon the positive or negative way in which the teacher regards his language and native culture. This fact has been well documented by a series of reports, the latest of which is Bullock.

In spite of the fact that a great deal of discussion has taken place about the importance of language and we are constantly reminded that it is the central process of education, very little has been done to compensate for the language deficiency of these children.

Secondly, large numbers of Creole speaking children are deliberately using and developing the use of Creole as a means of identity. This is happening because they wish to exclude rather than to include in their conversation. All non-English speaking children have their mother-tongue as a key-note of their identity yet very few teachers recognize that Creole speakers are using a key-note to the identity, and may wish to play within their own culture and language and develop it.

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(Readvertisement)

This post which will involve interesting and varied work with secondary schools (vacant on promotion and to be filled by January 1) is open to men and women graduates with teaching experience. Previous applicants will be considered. Experience in an Education Department is desirable but not essential.

Salary P.O.1 (6-10), £6,408 to £8,057. Starting point according to experience. Details on request. Apply (no forms) by October 8 to Director of Education, County Hall, Glenfield, Leicestershire LE3 8RF.



## BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT

CAREERS SERVICE

### Careers Officer

Applications are invited for the post of Careers Officer in the Careers Service. Salary will be within the range of AE 1/4 (£2,127-£3,702), with the minimum commencing salary for a qualified officer being £2,529. Applicants if not qualified Careers Officers, should be graduates or trained teachers, or have the qualification necessary to take the examination for the Diploma of the Royal Employment Service Training Board. If not professionally qualified, the successful applicant will be required to attend a course of training. Application forms, obtainable from the Careers Office, 15 John Street, Sunderland, SR1 1ET, should be returned to the Director of Education, at the address shown below by 26th September, 1975.

Town Hall & Civic Centre,  
Sunderland, SR2 7DN.

Chief Executive  
L. A. BLOOM.

## Chief Administrative Officer

£4,950-£5,253 p.a. inclusive

Required at RICHMOND ADULT COLLEGE to be responsible to the Principal for all administrative matters concerning the College, including the servicing of committees. A knowledge of Local Education Authority procedures is essential.

Further particulars and application form available from Mrs. P. M. Leslie, B.A., Principal, Richmond Adult College, New Road, Richmond, Surrey (TW9 1AB), telephone 0181 897 1275, by 3rd October, 1975.

## London Borough of RICHMOND UPON THAMES

## ADMINISTRATION Local Education Authority continued

**DEVON**  
DEVELOPMENT OFFICER (two posts).  
Applications are invited from graduates for posts based on Plymouth and Exeter. The successful applicant will be responsible for the development of the Council's services in the area of the Devon Development Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**HERTFORDSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the East Herts. District. The successful applicant will be responsible for the development of the Council's services in the area of the Hertfordshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**KINGSTON UPON THAMES**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Kingston upon Thames District. The successful applicant will be responsible for the development of the Council's services in the area of the Kingston upon Thames Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**LONDON**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the London Borough of Camden. The successful applicant will be responsible for the development of the Council's services in the area of the Camden Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## LONDON AND HOME COUNTIES

**ADMINISTRATIVE OFFICER**  
Applications are invited from graduates for posts based on London and the Home Counties. The successful applicant will be responsible for the development of the Council's services in the area of the Administrative Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**NORTH YORKSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the North Yorkshire District. The successful applicant will be responsible for the development of the Council's services in the area of the North Yorkshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**STAFFORDSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Staffordshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Staffordshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**WILTSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Wiltshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Wiltshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**TRAFFORD**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Trafford District. The successful applicant will be responsible for the development of the Council's services in the area of the Trafford Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## General

**LEICESTERSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Leicestershire District. The successful applicant will be responsible for the development of the Council's services in the area of the Leicestershire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**LONDON**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the London Borough of Westminster. The successful applicant will be responsible for the development of the Council's services in the area of the Westminster Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## THE OPEN UNIVERSITY

**SENIOR COUNSELLORS**  
Applications are invited for a post of Senior Counsellor in the Open University. The successful applicant will be responsible for the development of the Council's services in the area of the Open University Senior Counsellor. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## LONDON AND HOME COUNTIES

**ADMINISTRATIVE OFFICER**  
Applications are invited from graduates for posts based on London and the Home Counties. The successful applicant will be responsible for the development of the Council's services in the area of the Administrative Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**NORTH YORKSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the North Yorkshire District. The successful applicant will be responsible for the development of the Council's services in the area of the North Yorkshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**STAFFORDSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Staffordshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Staffordshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**WILTSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Wiltshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Wiltshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**REDBRIDGE**  
SPORTS CENTRE TRUST  
ASSISTANT MANAGER  
Applications are invited from graduates for posts based on Redbridge. The successful applicant will be responsible for the development of the Council's services in the area of the Redbridge Assistant Manager. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Child Care

**LEICESTERSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Leicestershire District. The successful applicant will be responsible for the development of the Council's services in the area of the Leicestershire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**LONDON**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the London Borough of Westminster. The successful applicant will be responsible for the development of the Council's services in the area of the Westminster Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## THE OPEN UNIVERSITY

**SENIOR COUNSELLORS**  
Applications are invited for a post of Senior Counsellor in the Open University. The successful applicant will be responsible for the development of the Council's services in the area of the Open University Senior Counsellor. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## LONDON AND HOME COUNTIES

**ADMINISTRATIVE OFFICER**  
Applications are invited from graduates for posts based on London and the Home Counties. The successful applicant will be responsible for the development of the Council's services in the area of the Administrative Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**NORTH YORKSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the North Yorkshire District. The successful applicant will be responsible for the development of the Council's services in the area of the North Yorkshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**STAFFORDSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Staffordshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Staffordshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**WILTSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Wiltshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Wiltshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**SANDWELL**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Sandwell District. The successful applicant will be responsible for the development of the Council's services in the area of the Sandwell Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Educational Psychologists

**CITY OF BIRMINGHAM**  
PSYCHOLOGICAL SERVICES  
Applications are invited from graduates for posts based on Birmingham. The successful applicant will be responsible for the development of the Council's services in the area of the Birmingham Psychological Services. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**LONDON**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the London Borough of Westminster. The successful applicant will be responsible for the development of the Council's services in the area of the Westminster Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## THE OPEN UNIVERSITY

**SENIOR COUNSELLORS**  
Applications are invited for a post of Senior Counsellor in the Open University. The successful applicant will be responsible for the development of the Council's services in the area of the Open University Senior Counsellor. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**NORTH YORKSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the North Yorkshire District. The successful applicant will be responsible for the development of the Council's services in the area of the North Yorkshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**STAFFORDSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Staffordshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Staffordshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

**WILTSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Wiltshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Wiltshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Somerset

Preston Joint Sports Centre

### Recreation Officer

Applications are invited for the post of Recreation Officer at the new Sports Centre at Preston Comprehensive School, Yeovil. The appointment will provide scope for a person with imagination and initiative to formulate the pattern of development for this new venture. The main duties of the post will be the day-to-day management of the Centre, with up to 21 days teaching per week in the school. It is envisaged that the person appointed will be a qualified physical educationalist, holding a diploma or other appropriate professional qualification and having knowledge of a wide range of sports, while at the same time possessing administrative ability.

Salary: Barnham Scale 2, £2,655-£4,212, plus an additional allowance of up to £200 for extraneous duties. Duties to commence January, 1976, or earlier if possible. Yeovil District Council will give favourable consideration to housing for the successful applicant, if appropriate.

Application forms and details (S.A.E.) from Staff (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 20th September.

## Dudley College of Education

### Assistant Librarian

Qualified library personnel invited to apply for this post which will be vacant from the beginning of September. Special responsibility for School Services resources.

Salary scale  
£2,127-£3,282

(responsibility bar at £2853) but starting salary for Chartered Librarians will be £2922.

Further particulars and application forms from the Education, Castle View, Dudley, West Midlands.

## DUDLEY Metropolitan Borough

## Educational Psychologists

Applications are invited from fully qualified and experienced educational psychologists for the above posts in the Child Psychology Service which is fully integrated with the Education Service and has close links with other supporting services. Qualified applicants with three years' suitable experience may be offered senior appointments with responsibility for designated areas of work and localities.

Successful applicants may be placed in the top range of the Southbury Scales for Educational Psychologists up to a maximum of £6,030 per annum.

These appointments have been designated as key posts and successful applicants may qualify for re-posting and resettlement expenses up to a maximum of £380 together with a lodging allowance for a period not exceeding three months. Casualty car allowance payable.

Application forms from and returnable to G. A. Brindley, Director of Education, PO Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG.

## sandwell

Metropolitan Borough Council

## EDUCATIONAL PSYCHOLOGISTS

**SANDWELL**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Sandwell District. The successful applicant will be responsible for the development of the Council's services in the area of the Sandwell Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Librarians

**NOTTINGHAMSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Nottinghamshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Nottinghamshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Examiners

**EXAMINERS 1975/76**  
Applications are invited from graduates for posts based on Nottingham. The successful applicant will be responsible for the development of the Council's services in the area of the Nottingham Examiners. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## LONDON, S.W.1

**METROPOLITAN BOROUGH**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Metropolitan Borough of Westminster. The successful applicant will be responsible for the development of the Council's services in the area of the Westminster Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## NORTH-WEST REGIONAL EXAMINATIONS BOARD

**EXAMINERS**  
Applications are invited from graduates for posts based on North-West. The successful applicant will be responsible for the development of the Council's services in the area of the North-West Examiners. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## WEST SUSSEX

**EXAMINERS**  
Applications are invited from graduates for posts based on West Sussex. The successful applicant will be responsible for the development of the Council's services in the area of the West Sussex Examiners. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## COVENTRY (City of)

**EXAMINERS**  
Applications are invited from graduates for posts based on Coventry. The successful applicant will be responsible for the development of the Council's services in the area of the Coventry Examiners. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## YORKSHIRE REGIONAL EXAMINATIONS BOARD

**EXAMINERS**  
Applications are invited from graduates for posts based on Yorkshire. The successful applicant will be responsible for the development of the Council's services in the area of the Yorkshire Examiners. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Librarians

**NOTTINGHAMSHIRE**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Nottinghamshire District. The successful applicant will be responsible for the development of the Council's services in the area of the Nottinghamshire Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## Examiners

**EXAMINERS 1975/76**  
Applications are invited from graduates for posts based on Nottingham. The successful applicant will be responsible for the development of the Council's services in the area of the Nottingham Examiners. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## ANGLIARY SERVICES

**AVON**  
COUNCIL OFFICER  
CAREERS SERVICE  
CAREERS OFFICER (Ref. 16) required in the Avon District. The successful applicant will be responsible for the development of the Council's services in the area of the Avon Careers Officer. Salary £4,000-£5,351 p.a. inclusive. Closing date: 11th October, 1975.

## DESIGNER

Salary £2,922-£3,282 (negotiable)

Further details/application forms (returnable by October 6th) from:

Michael Dawson, Director, Yorkshire Arts Association, Glyde House, Glydegate, Bradford 5.

## NATIONAL YOUTH BUREAU

in behalf of  
Consultative Group On Youth and  
Community Work Training  
invites application for

### Professional Adviser

for the  
Co-Ordination and Validation on In-Service Training  
for Youth and Community Service Personnel

A Panel representative of all interests concerned, is being established to carry out this task on behalf of the Consultative Group at the invitation of the D.E.S. It requires the services of a Professional Adviser. The person appointed will have experience in the education and training of youth and community and allied workers and be able to make a professional judgement on the whole range of courses within the Panel's concern.

The possibility of secondment may be considered. Salary within first four points of new H.F.E. Principal Lecturers Scale (£5,940-£6,642).

Further details and application forms (to be returned as soon as possible from: Director, National Youth Bureau, 17-23 Aldon Street, Leicester (LE1 5BB).

## YORKSHIRE ARTS ASSOCIATION

requires

### DRAMA OFFICER

Salary £3,388-£4,842 (negotiable)

### DESIGNER

Salary £2,922-£3,282 (negotiable)

Further details/application forms (returnable by October 6th) from:

Michael Dawson, Director, Yorkshire Arts Association, Glyde House, Glydegate, Bradford 5.

## ESSEX COUNTY COUNCIL

County Library

## Thurrock District Library

(Thurrock Borough)

Applications are invited from qualified Librarians, with appropriate experience, for the post of

### District Librarian

PO2 (a) £5,889 to £6,564 plus £120 p.a. outer fringe area allowance

To administer under the direction of the County Librarian, the County Library Service in the Borough of Thurrock, under the terms of the Library Agency agreement.

Applications forms and further details available from the County Education Officer (G) P.O. Box 47, Three Needles House, Market Road, Chelmsford, CM1 1LD (Tel: Chelmsford 6222, Ext. 2008).

## ESSEX COUNTY COUNCIL

County Library

## Southend-on-Sea District Library

(Southend Borough)

Applications are invited from qualified Librarians with appropriate experience, for the post of

### District Librarian

PO2 (a) £5,889 to £6,564

To administer under the direction of the County Librarian, the County Library Service in the Borough of Southend-on-Sea, under the terms of the Library Agency agreement.

Application forms and further details available from the County Education Officer (G) P.O. Box 47, Three Needles House, Market Road, Chelmsford, CM1 1LD (Telephone Chelmsford 6222, ext. 2008).





# EDINBURGH COLLEGE OF ART

## SENIOR LIBRARIAN - (Re-Advertisement)

Applications are invited from suitably qualified persons for the post of Senior Librarian. The person appointed will be responsible for the overall organisation and supervision of the Library Service to the College as a whole including the Schools of Drawing and Painting, Design and Crafts, Sculpture, and the Departments of Architecture and Town and Country Planning.

Edinburgh College of Art is in the process of extending its building and its course. New opportunities towards an expansionary policy will arise. The College is therefore looking for a candidate with sound Librarianship experience who may have wider interests.

Salary scale, £4,587 - £6,262 (threshold payment now included in scale). The post is supernumerary. Removal expenses up to £180 may be paid.

Application forms and further details can be obtained from:

The Secretary and Treasurer  
EDINBURGH COLLEGE OF ART  
Lauriston Place, Edinburgh EH3 9DF

to whom completed forms must be returned by Friday 10th October 1975.

# Training Instructress

An Instructress is required to help in the training and retraining of operators employed by our Manufacturing Unit here at Foots Cray.

The Training Unit is well equipped, clean and pleasant to work in. Manufacturing telephone equipment is interesting work, and teaching the skills involved is very satisfying.

If you do not have experience, we are prepared to give you the necessary training, both in the work and in the art of instructing. Age is not a critical factor. The successful applicant will be paid a good salary together with the usual fringe benefits one expects from a large company.

Write to or telephone:  
Mr. T.H. Smith,  
Training Manager,  
Private Communications Division,  
ITT Business Systems,  
Maidstone Road, Foots Cray, Kent.  
Tel: 01-300 7788 (ext. 670).

ITT Business Systems

# GRAMPIAN REGIONAL COUNCIL REGIONAL ARCHIVIST

£5,412-£6,231

Applications are invited on an unrestricted basis for this new post within the Department of Law and Administration.

Candidates for this senior appointment should be honours graduates preferably in History, with extensive experience in a records office, a diploma in archive administration or relevant research experience would be advantageous.

The Grampian Regional Archives will be based in the new Regional Headquarters at Woodhill House, Aberdeen, and will provide archival services throughout the Region.

Application forms and further details may be obtained from the Personnel Officer, Grampian Regional Council, Woodhill House, Ashgrove Road West, Aberdeen, with whom they should be lodged by 1st October 1975.

This advertisement appears with the approval of the Staff Commission on the understanding that all other things being equal, preference will be given to local Government Officers in Scotland.

## MISCELLANEOUS Appointments continued

### CITY OF MANCHESTER EDUCATION COMMITTEE

#### CHIEF HEAD OUTDOOR EDUCATION

#### RESIDENT INSTRUCTOR

Applications are invited from suitably qualified persons for the post of Chief Head Outdoor Education at Chiswick House, Chiswick, in the City of Manchester, in the City of Manchester, in the City of Manchester.

A generalist with sound ability in a range of activities is required. The post holder will be responsible for the overall organisation and supervision of the Outdoor Education Service to the City of Manchester, in the City of Manchester, in the City of Manchester.

Application forms and further details can be obtained from the City of Manchester Education Committee, 100, Victoria Road, Manchester, M1 2JG.

Salary scale, £4,587 - £6,262 (threshold payment now included in scale). The post is supernumerary. Removal expenses up to £180 may be paid.

Application forms and further details can be obtained from:

The Secretary and Treasurer  
EDINBURGH COLLEGE OF ART  
Lauriston Place, Edinburgh EH3 9DF

to whom completed forms must be returned by Friday 10th October 1975.

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Lauriston Place, Edinburgh EH3 9DF

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The Secretary and Treasurer  
EDINBURGH COLLEGE OF ART  
Lauriston Place, Edinburgh EH3 9DF

to whom completed forms must be returned by Friday 10th October 1975.

## MISCELLANEOUS Appointments continued

### CITY OF MANCHESTER EDUCATION COMMITTEE

#### CHIEF HEAD OUTDOOR EDUCATION

#### RESIDENT INSTRUCTOR

Applications are invited from suitably qualified persons for the post of Chief Head Outdoor Education at Chiswick House, Chiswick, in the City of Manchester, in the City of Manchester, in the City of Manchester.

A generalist with sound ability in a range of activities is required. The post holder will be responsible for the overall organisation and supervision of the Outdoor Education Service to the City of Manchester, in the City of Manchester, in the City of Manchester.

Application forms and further details can be obtained from the City of Manchester Education Committee, 100, Victoria Road, Manchester, M1 2JG.

Salary scale, £4,587 - £6,262 (threshold payment now included in scale). The post is supernumerary. Removal expenses up to £180 may be paid.

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## MISCELLANEOUS Appointments continued

### CITY OF MANCHESTER EDUCATION COMMITTEE

#### CHIEF HEAD OUTDOOR EDUCATION

#### RESIDENT INSTRUCTOR

Applications are invited from suitably qualified persons for the post of Chief Head Outdoor Education at Chiswick House, Chiswick, in the City of Manchester, in the City of Manchester, in the City of Manchester.

A generalist with sound ability in a range of activities is required. The post holder will be responsible for the overall organisation and supervision of the Outdoor Education Service to the City of Manchester, in the City of Manchester, in the City of Manchester.

Application forms and further details can be obtained from the City of Manchester Education Committee, 100, Victoria Road, Manchester, M1 2JG.

Salary scale, £4,587 - £6,262 (threshold payment now included in scale). The post is supernumerary. Removal expenses up to £180 may be paid.

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